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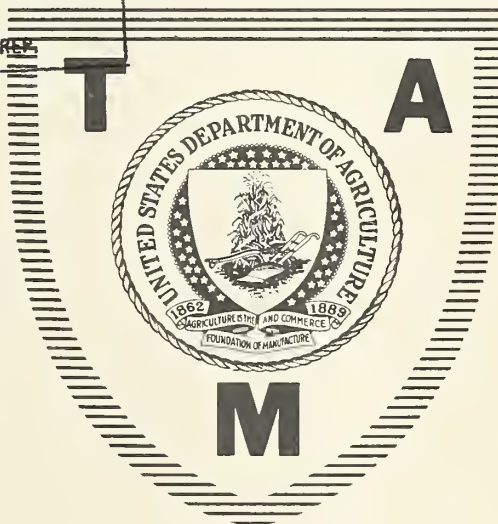
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# TRAINING IN ADMINISTRATIVE MANAGEMENT

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## Workshop

CACAPON LODGE  
CACAPON STATE PARK  
BERKELEY SPRINGS,  
WEST VIRGINIA  
JUNE 26 - JULY 1, 1960 //

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U.S. Department Of Agriculture //

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## FOREWORD

This is a summary report of the T.A.M. Workshop held at Cacapon Lodge, Cacapon State Park, Berkeley Springs, West Virginia, on June 26 - July 1, 1960.

The first of four T.A.M. Workshops to be conducted in the Washington, D.C. area during 1960. Its purposes are to: (1) assist those in management and supervisory positions to develop their skills, and strengthen their knowledge of sound management practice, and (2) help them gain a broader understanding of the Department in terms of its agencies, functions, and programs.

We had the opportunity to hear outstanding authorities from business, government, and universities explain the various phases of administrative management. We assumed major roles in conducting the workshop by introducing speakers, participating in problem solving and simulation exercises, serving on various committees, and preparing the material for this summary report.

We appreciate the opportunities which this Workshop has afforded us to learn more about the theory, principles, and practices of good management. They will result in our self-development only to the degree that we are determined to use what we have learned. Each of us should pledge himself to make a conscientious effort to improve himself and give guidance to others in his agency in management activities.

### ACKNOWLEDGEMENTS

The T.A.M. Workshop participants wish to express their sincere thanks and appreciation to:

The Planning Committee for planning and organizing such an excellent program. The planning committee was composed of the following members:

Dr. M. W. Parker	ARS	Chairman
Earl H. Nikkel	FCIC	Secretary
R. Fred Nance	REA	
J. Kenneth Samuels	FCS	
D. R. Shepherd	ARS	
S. R. Smith	AMS	
James E. Thigpen	CSS	
Gladwin E. Young	SCS	

Albert T. Greateorex, Executive Secretary, T.A.M. Work Group for his cooperation and leadership, which contributed significantly to the orderly conduct of the workshop.

The Program Speakers for their valuable contributions and excellent presentations which were both stimulating and informative.

The Management and Staff of Cacapon Lodge for providing excellent accommodations and clerical help.





UNITED STATES DEPARTMENT OF AGRICULTURE  
Washington, D. C.  
TAM (Training in Administrative Management) Workshop  
Cacapon Lodge, Cacapon State Park  
Berkeley Springs, West Virginia  
June 26 - July 1, 1960

PROGRAM AGENDA

SUNDAY, June 26, 1960

Evening Session

7:00 - 9:30

Introductions and Announcements . . . . . Albert T. Greatorex  
Executive Secretary  
TAM, Work Group  
Office of Personnel  
U.S. Dept. of Agriculture  
Washington, D. C.

"Broader Understanding of USDA" . . . . . Ernest C. Betts, Jr.  
Director  
Office of Personnel  
U.S. Dept. of Agriculture  
Washington, D. C.

"Broader Understanding of the United States Department of Agriculture"

Ernest C. Betts, Jr.

Mr. Ernest C. Betts, Jr., Director of Personnel, U.S.D.A. Mr. Betts was born on a dairy farm in western Wisconsin and was educated in the local public schools and at the Platteville State Teachers College and the Viroqua Vernon County Normal School. He taught in Wisconsin rural schools for over 4 years and was principal of an elementary school. He has had varied Government experience ranging from Administrative Assistant with the Soil Conservation Service to Budget Officer for the State Department. In November 1953 he became an Assistant to the Secretary of Agriculture until he was appointed to his present position of the Department's Director of Personnel.

Mr. Betts' presentation was divided into three parts.

1. A questionnaire to ascertain the present knowledge of workshop participants concerning the functions of various agencies of the Department.
  2. Brief history of the Department.
  3. Departmental organization and the function of each agency.
- 
1. The questionnaire included a variety of questions about the work of each agency. Mr. Betts stated that in meetings of similar groups, the participants answered from 7 to 28 questions correctly. The range of the TAM participants in the present workshop was from 9 to 26 correct answers with an average score of 18. He stated that although this average was above normal, it still indicated considerable opportunity to understand the Department better. He predicted that, in retrospect, the workshop members would consider this greater knowledge of the Department as one of the big values of the workshop.
  2. The speaker pointed out that the Departmental programs are, indeed people's programs-on the one hand the programs emerge from the, desires of the people as voiced through their legislators, and on the other hand, the programs are carried back to all people with a great degree of involvement and participation at the local level. He also pointed out the long history of the Department recognizing that the centennial of its formal establishment will be celebrated in 1962. The speaker recognized that prior to

the formal establishment of the USDA, some agricultural functions were performed through the Patent Office, such as the distribution of seeds and the collection of statistics. Since 1862, there have been 7 Commissioners of Agriculture and 15 Secretaries. The scope of the Department's activities has grown through the years in response to the increasing complexities of Agriculture and the demands of the public.

3. Broadly, the Department is organized under four Assistant Secretaries and one Director. Under the Assistant Secretary, Federal-States Relations, are:

- a. Agricultural Conservation Program Service-Develops the national agricultural conservation program which helps farmers and ranchers do needed conservation work through cost-sharing of conservation practices.
- b. Agricultural Research Service-Coordinates Department research activities; conducts research on production and utilization of farm commodities and home economics; carries out a Federal meat inspection program; programs to control and eradicate plant and animal diseases and pests; and administers Federal grant funds for research in State experiment stations.
- c. Farmer Cooperative Service-Helps farmers build and operate self-help business organizations through research, education, and advisory service.
- d. Federal Extension Service-Provides leadership and coordination of educational activities of the Department in cooperation with State Extension Services which work through county agents, home demonstration agents and 4-H Club agents.
- e. Forest Service-Manages national forests; cooperates with the States and private land owners in the development and wise use of forest lands; conducts research in forest, range and watershed management; and in forest products utilization.
- f. Soil Conservation Service-Administers programs to conserve soil and water resources giving technical help to farmers and ranchers in the soil conservation districts to conserve land and water; provides technical and financial assistance for watershed protection and flood prevention; and administers the Great Plains Conservation program.

Under the Assistant Secretary for Marketing and Agriculture are:

- a. Agricultural Marketing Service-Conducts research, provides

marketing services, and makes economic and statistical analyses including crop reporting and surplus removal activities.

- b. Commodity Exchange Authority-Regulates and supervises future trading on commodity exchanges to protect the public interest through the maintenance of fair trading practices.
- c. Foreign Agricultural Service-Administers USDA activities relating to foreign agricultural competition, production and trade by promoting exports of farm products; provides information on foreign agriculture; and represents the Department in foreign areas. Under the Assistant Secretary for Agricultural Stabilization are:
- d. Commodity Stabilization Service-administers acreage allotment, Sugar Act, International Wheat Agreement and other special programs; soil bank program; price support programs; storage and disposal of surpluses by domestic and foreign sales, barter, transfers and donations; and agricultural civil defense activities. CSS personnel and facilities are utilized in the operations of the Commodity Credit Corporation, particularly through the State and County Agricultural Stabilization and Conservation committees.
- e. Federal Crop Insurance Corporation-On an experimental basis, provides insurance protection of farmers' crop investments against loss due to weather, insects, and plant disease.

Under the Director, Agricultural Credit Services are:

- a. Farmers Home Administration-Provides credit and management aid to eligible family-type farmers, enabling them to establish sound farming enterprises through loans for home operations, farm ownership, soil and water conservation, farm housing and emergencies.
- b. Rural Electrification Administration-Helps rural people obtain electric and telephone services by making long-term loans to farmer-owned cooperatives and independent companies.

Office of the General Counsel-Provides legal advice and service as an aid to administration and enforcement of Department programs.

Under the Administrative Assistant Secretary are the various Departmental administrative offices:

- a. Administrative Management



- b. Budget and Finance
- c. Hearing Examiners
- d. Information
- e. Library
- f. Personnel
- g. Plant and Operations

Mr. Betts hoped that the brief discussion of Departmental activities would stimulate workshop participants to continue to study the Department so that they could be effective team workers in Departmental programs. He stressed that the greatest asset of the Department was its people and that Departmental accomplishments are the sum total of individuals working together in a team effort.

References:

U.S. Department of Agriculture  
1959 Director of organization and field activities of the Department of Agriculture.

U.S. Department of Agriculture, Agriculture Handbook, No. 76,  
364 pp.

Office of Budget and Finance

1959 Activities of the U.S. Department of Agriculture

U.S.D.A. February, 49 pp. (Processed)

Program Coordinator - David L. Crawford

Summarizes - Wm. Feller, CSS

J.B. Claar, FES

MONDAY, JUNE 27, 1960

Morning Session

8:30 - 12:00

"Welcome Address" . . . . . Dr. Marion W. Parker  
Dir., Crops Research Div.  
Agri. Research Ser., USDA  
Beltsville, Maryland

Chairman, Planning Committee  
Washington, D.C. TAM Work-  
shop

"Introductions and Announcements" . . . . . Albert T. Greateorex

"Background and Objectives of TAM Program". Ernest C. Betts, Jr.

9:30 - 10:30

"The Public Executive's Environment". . . . Dr. O. Glenn Stahl  
Dir., Bur. of Programs and  
Standards, U.S. Civil  
Service Commission  
Washington, D.C.

"Discussion of this subject will provide a broad total picture of the operation of the public executive in a democratic environment with particular emphasis on the administrative side of government and its operation in a democratic setting, through legislative and judicial processes. In addition, the significance of executive qualities and performance will be discussed."

10:45 - 11:30

"Your Job as a Manager in the Federal Government". Loring K. Macy  
Dir., Bur. of  
Foreign Commerce,  
U.S. Dept. of  
Commerce, Wash-  
ington, D.C.

"This discussion will provide insight into some of the operations of management in the Federal Government illustrating the impact of legislative, executive, and judicial relationships. Examples will be cited to show how these actions influence the manager's job in other Federal Agencies."

Afternoon Session

1:30 - 4:30

1:00 - 3:30

"The Functions and Skills of the Manager" . . . . Dr. Albert Levy  
Stanford Research  
Institute  
Washington, D.C.

"This subject presentation will establish the foundation for discussion, in depth, of the management topics scheduled during the balance of this program. Areas covered under this subject will include function of planning, organizing, directing, controlling, delegating and other related skills that a manager needs to possess to be effective and successful in his job."

3:30 - 4:30

"Simulation Exercise" . . . . . Work Group Assignment

## "WELCOME ADDRESS"

Dr. Marion W. Parker  
Dir. Crops Research Div.  
Agric. Research Serv. U.S.D.A.  
Beltsville, Maryland

Dr. Parker, Chairman - Planning Committee for this Workshop pointed out that this is a "Pilot" TAM.

This is the first of four to be held for Washington personnel this year. The main purposes of this workshop are:

1. Broader understanding of the Dept. of Agriculture in terms of its agencies, functions, and programs.
2. Examine and re-examine management techniques and skills in relation to your job.

There is a shortage of qualified trained management personnel, which is due to economic pressure during the depression and due to World War II. Therefore management personnel must be trained in how to deal with people if we are to do a better job. There is a distinct need for better (public relations) handling by the press of some of our program and research achievements. We have apparently done a good job in some areas, but it is a continuing job. This is illustrated by the fact there are no funny stories about, "Smokey the Bear," but at the same time plant research is sometimes handled with a humorous touch approaching ridicule. In general government is ahead of industry on management. Industry is just now learning to use job descriptions. Management may be defined as getting the job done through use of people. The quarterback in a football game is exercising management through directing and appraising.

It is not expected that the crop of reorganizations will follow this conference. It is hoped that the participants will have gained new knowledge and new friends. Summarizing--"Management" is planning and controlling.



## "BACKGROUND & OBJECTIVES OF TAM PROGRAM"

Ernest C. Betts, Jr.

TAM began in Denver in 1951. Fifteen workshops were held in 1952 and 1953. Revived in 1957, over 1200 people have attended one-week Workshops. Need for TAM at Washington level has been recognized. Seventy-five per cent of the employees in Grade 12 and above have had no formal management training. The Three "M's" of management are the use of Men, Money, and Material in the accomplishment of an assigned mission. We plan to cover three types of training:

1. Administrative skills.
2. Behavior science.
3. Conceptual skills.

As you grow in knowledge you should broaden your cultural background. Specialized training is the easiest training you can get. We hope that the TAM Workshop will motivate a desire for self improvement.

### DISCUSSION

The discussion centered around the problem of taking action to obtain young men for development into managers. Mr. Betts pointed out that graduates in certain fields come in cycles. Economics is still the controlling factor in the selection of vocation by young people. U. S. Department of Agriculture has been working closely with the colleges on training. We have been able to fill vacancies in all vocations except veterinarian.

Coordinator - Guerry R. Smith, FAS  
Summarizers - R. G. Schottler, AMS  
Richard L. Allen, REA

## "THE PUBLIC EXECUTIVE'S ENVIRONMENT"

Dr. O. Glenn Stahl

Nearly two centuries ago Edmund Burke wrote, "Constitute government how you please, infinitely the greater part of it must depend upon the exercise of the powers which are left at large to the prudence and uprightness of the ministers of state."

The government officer has heavy responsibility since his agency possesses power to destroy happiness or property or liberty. The rule of law is critically dependent on the quality of men. Our government is in a democratic setting. It is important to note our discipline. We are good losers in an election. But we take this good behavior too much for granted. We can use more of this discipline in our own administrative behavior. There is a need for innovation in democracy. We should reject the anti-intellectualism that has been rampant. Our current challenge in America is to bring to the top ranks of public service, administrators who can shape the great issues of the future for decision by our democratic processes, and who can carry out those decisions not only with efficiency but with a creative view of the future. An essential question that should be raised is, "Is it good for the people as a whole?" The public servant should also have increased concern for those citizens not immediately present or heard. We in government service should hold higher ethical standards than those in private life. There are dangers of over-specialization. As Laski indicated in an article on Americans, "the civil servant thinks Congress is an impediment to his progress." Executives should have a number of qualities:

1. Respect for people.
2. Appreciation for interests of people not present.
3. A sense of discipline.
4. Interest in intellectual achievement.
5. A breadth of view beyond their technical field.
6. Courage to prevent injustice by the use of power or to use power when needed.

It is necessary we be concerned with the important aspects of our work--not the trivia. In a world increasingly rushed to death, the long-range waits on the immediate. What is urgent takes priority over what is merely important, so that which is important will

be attended to only when it becomes urgent, which may be too late.

Coordinator - Guerry R. Smith, FAS  
Summarizers - R. G. Schottler, AMS  
Richard L. Allen, REA

"YOUR JOB AS A MANAGER IN THE  
FEDERAL GOVERNMENT"

Loring K. Macy  
Dir., Bureau of Foreign Commerce  
U. S. Dept. of Commerce  
Monday June 27, 1960

Mr. Macy was unable to be present, and the manuscript of this talk was given by Donald Osborn Hayes. Mr. Hayes also contributed several remarks during the discussion period. Mr. Hayes attended Middlebury College. He holds a B.A. degree from Colorado University, an M.A. from Columbia University, and has done graduate study at American University. He entered the Navy as Lt. (JG) and rose to Lt. Commander. He has held numerous government positions in the field of management and is at present Assistant to the Director, Bureau of Foreign Commerce, Department of Commerce.

Government officials not only must follow good management practices but in addition must have the ability to work efficiently within the framework of government regulations and under government regulations and under government procedures. The Bureau of Foreign Commerce administers, in whole or in part, nine acts of Congress and operates within five appropriation acts. There are numerous Executive and Departmental Orders within which we operate.

We are responsible for the promotion of international trade, private investments abroad, and travel to and from the United States. We administer the Export Control Act, the China Trade Act, the Foreign Trade Zones Act, the Act covering Trade Missions and parts of the Battle Act, Mutual Security Act, and the Reciprocal Trade Agreements Act.

The following is an illustration of the problems involved in launching a new program in government. This is the actual story of the start of a new program as it happened.

Two years ago we concluded that an aggressive program to expand U.S. exports should be instituted. Our exports were showing signs of weakening, our imports were increasing.

My staff developed a program which we believed would help to meet this problem. After approval by the Secretary of Commerce and the Bureau of the Budget for part of our 1959 budget request, Congress did not provide any funds for starting this program. The



same process was followed in February 1960 with the same results.

Last fall, everyone suddenly became concerned about the so-called flight of gold. The situation we had foreseen was now a reality. This matter now became urgent. An important point to be made is that there is a best time to get acceptance of an idea or a program--the problem is to find that best time.

On November 13, 1959 a task force was appointed to consider our original proposal. This was done with minor changes. It now had the approval of all interested agencies.

The plan was included in a special message to Congress by the President. The House Committee again refused to provide funds for this program. An appeal is being made to the Senate.

When funds become available there will be a six month lag because of staffing.

During these difficulties the fact that the organizational structure of the Bureau of Foreign Commerce allows for flexibility has become apparent. It has been necessary to examine all projects to determine which should be delayed, diluted, or dropped so we could spend time on this special project. People are the most important resource available. It is important that this resource be thoroughly known. In addition the executive must have confidence in both his superiors and his personnel.

In the Department of Commerce, executives recruited from industry tend to be hesitant to place confidence in career officials. I consider it important to study a new appointee. We also try to give these men full knowledge of the department at an early date.

It is important that staff participate in decisions and be informed of progress and change. Maintaining good morale is important but difficult where long delays in starting a program occur. We are starting to recruit personnel even though the appropriation has not been made. These men will receive a special training course with the aid of Harvard. We have a career development program and this has helped. The key to successful management in government, as elsewhere, is ability to work with people, and successfully working with people gives the most personal satisfaction.

Program Coordinator - Guerry R. Smith, FAS

Summarizers - A. G. Schottler, AMS

Richard L. Allen, REA

# "THE FUNCTIONS AND SKILLS OF THE MANAGER"

By Dr. Albert Levy  
Monday, June 27, 1960

Dr. Albert Levy of the Economics Research Division, Stanford Research Institute, Menlo Park, California, is regularly attached to SRI's Washington office and serves as consultant in the Department of Defense. He has had ten years of government service with the Tariff Commission, Department of Defense, and the Central Intelligence Agency and has taught at Davis Ellsins and Hiram Colleges. His business experience has been with Marketers' Research Service Inc., and with the General Electric Company. He holds a Ph.D. from the University of Chicago and his publications have appeared in the American Political Science Review, American Journal of International Law, and the University of Chicago Law Review.

## Summary

Dr. Levy in his discussion established the foundation of the management topics for the TAM program. He provided some analytical tools and suggested a framework for the topics. The following outline reflects highlights of his presentation.

### I. Functions of a manager

- a. Trains and directs people.
- b. Directs activities.
- c. Makes decisions.
- d. Monitors the implementation of decisions and direction.
- e. Sets objectives
- f. Communicates
- g. Takes direction from the organization he represents.

### II. Skills of a manager

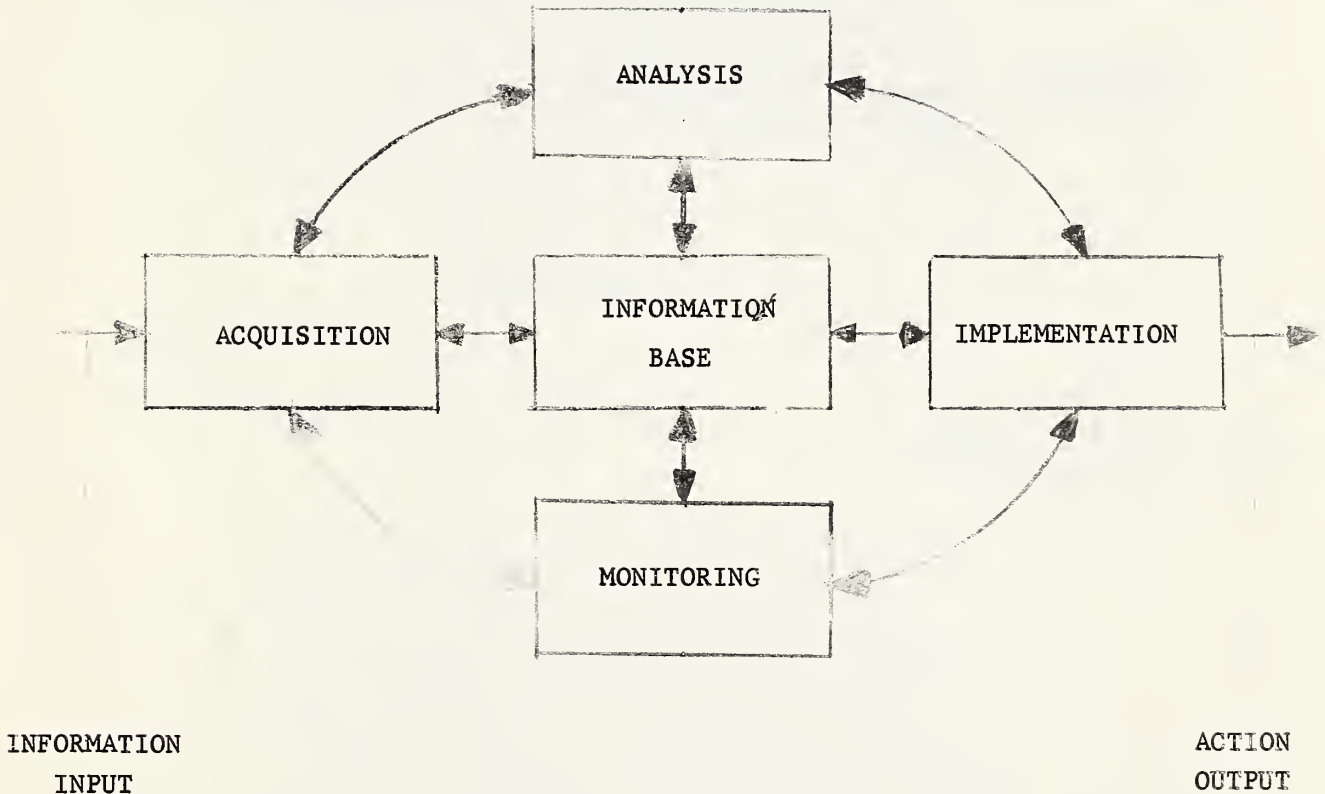
- a. Depends on how he tackles his job.
- b. Depends on what kind and how much information he has to handle.
- c. Depends on the type of help.
- d. Depends on the type of equipment and facilities.
- e. Depends on the extent of funds.

### III. Picture of an organization

- a. Can be depicted by usual chart form showing direction and supervision by job categories.

#### IV. System thinking

- a. An organization put to work becomes a system.
- b. Manager must be capable of system thinking.
- c. Manager must appreciate the inter-relationships of people and their task assignments.
- d. Significance of the feedback loop and the information base which make the organization come to life, as illustrated.



#### V. The utility of flow charting.

- a. A tool of job analysis.
- b. Inventory of flow items
- c. Device for system design or redesign
- d. Measurement tool.

VI. Manager of "tomorrow"

- a. Must manage by objectives.
- b. Must take greater risks.
- c. Must plan farther ahead.
- d. Must concentrate on strategic decisions.
- f. Must communicate faster and more precisely.
- g. Must be more of a generalist.
- h. Must reflect the mission of his organization.
- i. Must orient skills toward the application of methods and procedures to make operation effective.

CONCLUSION

GOOD MANAGERS ARE THE MOST VITAL EQUIPMENT OF ANY ORGANIZATION.

Coordinator - Dr. Robert P. Jones, ARS

Summarizers - Ronald C. Callander, CEA

Fred G. Krist, OP



TUESDAY, JUNE 28, 1960

Morning Session

8:30 - 12:00

"Working Effectively with People" . . . . . Dr. Arthur R. Laney, Jr.  
Asst. to Dir. of Personnel  
Washington Gas Light Co.  
Washington, D. C.

"This subject will concern some of the fundamental principles and factors on the personal needs, wants, and motivation of individuals. Discussion of this subject will also reflect the influence of frustration and other emotional problems on productivity on the job; motivation; leadership; and good supervisory techniques in developing a cooperative effort within an organization."

Afternoon Session

1:00 - 4:30

1:00 - 4:00

"Selecting and Developing Managers" . . . . . Herbert Hubben  
McKinsey & Company, Inc.  
Washington, D. C.

"Presentation of this subject will concern itself with the various methods used within organizations to inventory managerial and executive potential; techniques of appraising this potential; and methods of selecting and developing the skills and knowledges of the people who possess the necessary potential, to assume positions of greater responsibility. In addition, time will be devoted to discussion of how individuals can plan and carry out their own self-development in the field of management."

4:00 - 4:30

Simulation Exercise . . . . . Work Group Assignment

## "WORKING EFFECTIVELY WITH PEOPLE"

By Dr. Arthur R. Laney, Jr.  
Tuesday, June 28, 1960

Dr. Laney was born in Chicago and raised in Cumberland, Maryland. He received his education at The George Washington University, Washington, D. C. where he is currently a Lecturer in Psychology. He received Bachelor's and Master's degrees in 1947 and 1949 and his Doctor of Philosophy degree in 1957.

Dr. Laney has had twenty years' experience in personnel work with the Washington Gas Light Company where he is now Assistant to the Director of Personnel. He has also had thirteen years' experience in teaching and consulting in the fields of psychology and human relations. From November 1959 to February 1960 he was a consultant under contract with the International Cooperation Administration working in Chile. During this period he trained Chilean management consultants and conducted seminars in industrial psychology and sociology for Chilean administrators and personnel executives.

He holds membership in the American Psychological Association, national honor societies in psychology and psychodrama and was a past President of the Washinton Personnel Association.

Dr. Laney asked that the T.A.M. trainees apply the following three test questions to each of the main discussion points in his presentation:

1. Do you buy this?
2. If so, what problems does it raise for you as an administrator?
3. What can be done about these problems?

As a basis for his discussion, Dr. Laney outlined the following basic needs of individuals and then discussed behavior assumptions from, "Lindren's Dynamic Approach to Human Behavior."

### MASLOW'S CLASSIFICATION\* OF BASIC HUMAN NEEDS

FIRST LEVEL: The most essential body-needs--to have access to food, water, air, sexual gratification, warmth, etc.

SECOND LEVEL: Needs that relate to physical safety--to avoid external dangers or anything that might harm the individual.

THIRD LEVEL: Needs that relate to love--to be given love, affection, care, attention, and emotional support by another person or persons.

FOURTH LEVEL: Needs that relate to maintaining satisfying relationships with others--to be valued, accepted, and appreciated as a person; to be esteemed and respected; to have status; and to avoid rejection or disapproval.

FIFTH LEVEL: Needs that relate to achievement and self-expression--to be creative and productive; to perform acts that are useful and valuable to others; to realize one's potentials and translate them into actuality.

It was pointed out that the levels of human needs can work in reverse. If an employee is unsure of his position he becomes more concerned about the basic needs in the first and second levels.

#### ASSUMPTIONS OF LINDGREN'S DYNAMIC APPROACH TO HUMAN BEHAVIOR\*

1. All behavior is caused. (Find out what causes behavior before making a decision).
2. All behavior is purposive. (What gratification or purpose is involved in behavior?)
3. Causes and purposes are multiple. (Sometimes obscure.)
4. Behavior is a continuing process. (There is always hope for better relationship.)
5. Behavior involves the total human organism. (You must consider, on the job, off the job, previous bosses, etc.)

He then outlined and discussed with the participants the following common reactions to frustration:

#### COMMON REACTIONS TO FRUSTRATION\*

##### 1. ADJUSTMENT BY DEFENSE:

- (a) Attention-getting--any act that makes a person the focus of other people's behavior.
- (b) Compensation--the overemphasis of a type of behavior, to reduce tension.
- (c) Identification--vicarious achievement and tension reduction.
- (d) Reaction Formation--adoption of an attitude opposite to the one that produces anxiety.

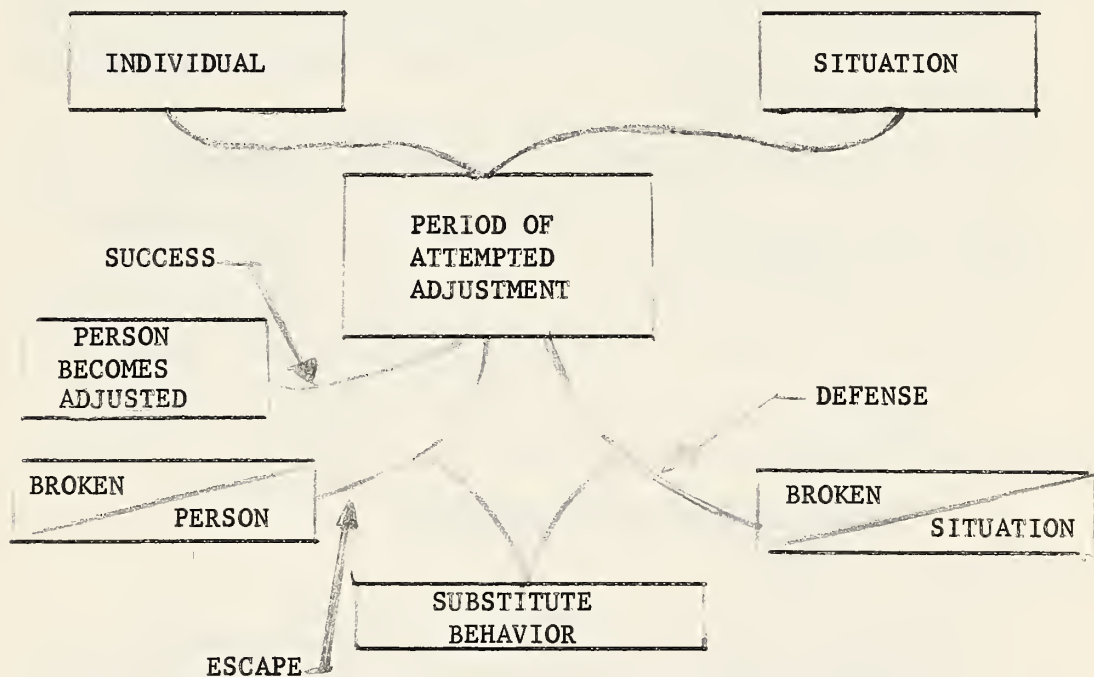
\*Source: Psychology of Personal and Social Adjustment, by Lindgren. Americal Book Company.

- (e) Rationalization--giving socially acceptable reasons for sub-standard behavior.
- (f) Projection--perceiving in others motives and traits which arouse anxiety.

## 2. ADJUSTMENT BY ESCAPE:

- (a) Seclusiveness or isolation.
- (b) Negativism--refusal as a defense.
- (c) Daydreaming.
- (d) Regression--attempting to solve difficulties by returning to a type of behavior which was once acceptable but which is no longer appropriate.

The following chart was used to illustrate adjustment under 1 or 2 above:





### 3. FEAR AND REPRESSION:

- (a) Normal fears.
- (b) Directly conditioned fears.
- (c) Phobias, or irrational fears.
- (d) Selective forgetting.
- (e) Repression as one of the least constructive forms of adjustment.
- (f) Obsessions--recurring thoughts or desires that a person regards as false, useless or annoying, but from which he cannot free himself.
- (g) Compulsions--irresistible tendencies to perform some action, even when it is known to be unnecessary or absurd.

### 4. ADJUSTMENT BY AILMENTS:

- (a) Neurotic symptoms.
- (b) Occupational paralysis.
- (c) Malingering.
- (d) Speech problems.

### 5. NONADJUSTIVE ANXIETY STATES:

- (a) Nonadjustive reaction

DRIVE	ACTIVITY	LACK OF ANY ADEQUATE MECHANISM	UNREDUCED DRIVE (Anxiety)	MAINTAINED EMOTIONAL TENSION
-------	----------	--------------------------------------	---------------------------------	------------------------------------

- (b) Common worry
- (c) Hypochondriasis
- (d) Somatization Reactions--ulcers, essential hypertension, asthma, etc.
- (e) Nervousness

\*Source: The Psychology of Adjustment, Shaffer & Shoben, 1956, Houghton Mifflin

In order to preclude, or in an attempt to overcome human frustrations, successful managers use the following techniques in their relationships with subordinate workers:

"Members of higher management should devote considerable time and effort to:\*

- (1) Assessing the managerial potential of their present technical employees,
- (2) determining their aspirations and their reasons for them,
- (3) exploring the avenues of advancement available, and
- (4) providing training so as to prepare the professionals for advancement."

"A supervisor can expect his (technical) subordinates, in general, to seek and find (job) satisfaction if they:

- (1) can complete a task that yields a visible result in which they can take pride,
- (2) can feel that they are creating something which requires imagination and ingenuity,
- (3) are faced with a challenge that they feel can be met if they extend themselves,
- (4) have a purposeful variety of job assignments which may include some related routine functions,
- (5) are able to contact others within or outside the company with whom they can share ideas and gain personal recognition,
- (6) have the support and trust of the supervisor, as evidenced by direction commensurate with ability."

Engineers and scientists are perceived by their superiors as differing from other workers in: a. APPROACH TO JOB--more responsible, objective and involved in their work; b. SUPERVISION DESIRED--greater freedom, more individualized and less routine supervision; c. RECOGNITION DESIRED--greater need for tangible and intangible rewards for their work and ideas; d. PERSONALITY CHARACTERISTICS--more ambitious, creative, analytical, introverted and emotional; and e. GOALS--broader, higher, and more definite.

\*Excerpts from book, "Characteristics of Engineers and Scientists," by Danielson. (Bureau of Industrial Relations, the Univ. of Michigan, Ann Arbor, 1960.)

The question, "Is satisfaction of needs enough?", was discussed in considerable detail by Dr. Laney and the T.A.M. group. The following excerpts highlight the pertinent points discussed.

IS SATISFACTION OF NEEDS ENOUGH?  
SOME IMPLICATIONS FOR ADMINISTRATORS\*

"We know from our experience that our needs are never wholly satisfied. As soon as one of our needs is satisfied, new and different needs appear in an unending stream. Therefore if employees are always reaching out to satisfy new needs, new hopes, and ambitions it cannot be said that satisfying a static set of basic human needs is enough to help management provide a dynamic urge for employees to produce.

"Our goal cannot be to provide the kind of empty satisfactions that lead to complacency, laziness, and lack of responsibility for

results. Instead our goal should be to provide a well-organized working environment where physical and mental obstacles to production are removed and where people are challenged to optimum effort because they see this as worthwhile and soul-satisfying for them.

"This implies aggressive and inspired and sensitive leadership, high standards of performance, and adequate discipline which leads to mutual respect. In such an environment employees see management creating opportunities for them to grow and to utilize their physical and mental skills in meaningful work under good supervision.

"Employees should be expected and will like to assume responsibility to participate in the planning and achievement of goals which they understand and helped to formulate. Self-imposed discipline and social controls within work groups will gradually take over so that outside pressures from supervision can be reduced.

"In this kind of working environment, respected people will be much more likely to feel that their own goals can best be achieved by directing their freely given energies toward organization objectives which they understand, accept, and consider worthwhile for the long-run future."

\*Page 177, Human Relations in Administration, by Saltonstall; McGraw-Hill, 1959.

From suggestions from the group, Dr. Laney developed the following list of key methods to satisfy an employee's human needs:

1. Praise - both public and private.
2. Counseling.
3. Making the employee feel that he belongs.
4. Give the employee a sense of mission.
5. Provide adequate salary and opportunity for advancement.
6. Be sure employee understands job limitations.
7. Make employee aware of personal limitations.
8. Manager must be able to listen, listen, and listen.
9. Manager must be sincere.

To demonstrate personnel management principles discussed, Dr. Laney developed a "role playing" situation. With trainees playing the roles of managing supervisor and disgruntled employee a delicate personnel interview was staged. Following this interview it was criticized by the workshop.

Coordinator: Hartman Rector, Jr., ACPS

Summarizers: Jay F. Grant, FS  
Otto E. Bjorklund, ARS



## "SELECTING AND DEVELOPING MANAGERS"

By Herbert Hubben  
McKinsey and Company Inc.  
Washington, D. C.  
Tuesday, June 28, 1960

Mr. Hubben received his B. A. Degree in Business and Economics from Antioch College, Yellow Springs, Ohio, and his M. S. in Labor Relations from Cornell University. He served as Senior Program Analyst, U. S. Atomic Energy Commission for seven years. For a period of two years he was Associate Professor and Director, Graduate Personnel Administration Program at George Washington University. He is currently with McKinsey & Company, Inc. as a consultant in Public and Personnel Administration.

The key problem in selecting and developing managers is as much a problem in identifying the managers of tomorrow as early as possible as it is in developing them when they have been found.

Management has long had an intense fascination with two questions:

1. How do we select the men most likely to perform the managerial function successfully?
2. How do we prepare those with identified potential for greater responsibility in the future?

The executive task is a function of both the work group and the situation.

### Selecting and Appraising Managers

#### 1. The Importance of Staff and Manpower Planning.

Any program of executive identification and utilization must include recognition of the manpower of the organization; a specification as to the types of people needed; and, a plan as to whether these people will be obtained outside (and where) or developed inside (and how).

#### 2. The Importance of the Organization Structure.

- (a) The identification of internal relationships;
- (b) The constantly shifting spectrum of headquarters-field relationships;
- (c) Internal communication.

### 3. The Use of Standard Selection Techniques

- (a) Physical examinations (unnecessarily arbitrary at times).
- (b) Reviews of experience and background. (reference checks)
- (c) Mental tests. (not what they have been claimed to be)
- (d) Interest inventories.
- (e) Personality tests.
- (f) Appraisal reports by superiors or peers. (constantly shifting).
- (g) Interviews, both individual and group.

One aspect of the standardized selection technique is the selection-out approach; that is, the screening device is used for the purpose of weeding out those who probably (statistically) will not succeed. Most of our modern testing instruments are most useful for this purpose, but begin to lose validity quickly when we use them positively, that is, to select one man over another.

### 4. The Importance of Evaluation and Appraisal Methods.

Employee evaluation is the heart of the matter, and selection is basically a matter of appraisal.

There are two approaches to appraisal, not mutually exclusive, but nevertheless separable:

- (a) Appraisal of present performance, for the purpose of present reward or improvement; and
- (b) Appraisal of present performance for the purpose of assessing potential.

Evaluating a person in terms of his potential for executive positions can never be an absolute. Situations differ, and the kind of appraisal activity conducted depends basically on the philosophy of the total organization in its attitude toward manpower.

Appraisal techniques vary considerably, but there are some basic ground rules in making executive appraisals that may prove useful:

- a. In appraising an employee's performance, it is important that the period of time covered be as lengthy and extensive as possible.
- b. Every effort should be made to consult other employees who have seen the man under as wide a variety of circumstances as possible.

- c. The information collected should be descriptive rather than evaluative - in short, ask others to give you the facts or to describe incidents without putting a judgment on whether this was good or bad.
- d. The information collected should be gained when possible through face-to-face interviews.
- e. The questions asked should be directed specifically to the job the man is on, or in the case of applicants, to the job you have in mind.
- f. Whenever factual records are available, they should be used to supplement opinion.
- g. The information collected should be evaluated item-by-item, rather than being used to draw an overall reaction or a total impression.
- h. The interviews should be conducted by a person who knows the job and who is at or near the level of the job being filled.

The employee needs to be informed, at least annually, what his strengths and weaknesses are and what he can do and is expected to do about them.

### Developing Managers After Appraisal

The only effective executive development is self-development - the kind you are personally interested in and are willing to spend your own time and money on. The various approaches to executive development can perhaps be broken down into two overall categories:

- (a) The formal program, increasingly handled by universities and professional groups, and
- (b) the informal activity, relying largely on the personal leadership, guidance, or initiative of one or more executives in the organization.

#### 1. The Formal Program and It's Advantages

- a. It has a broadening influence on attendees.
- b. Participants become more open-minded.
- c. Participants are reaffirmed in their beliefs that business is important and that business management is vital to the society as a whole.
- d. Participants meet executives from other organizations and establish personal relationships which may be useful to them in the conduct of their work.

#### There are also Disadvantages

- a. The services of key executives are lost for the duration of the program.



- b. Younger executives run the risk of being tagged with a "favored person" label, which is a risky matter when they return.
- c. There is always difficulty in selecting participants and in justifying the choices made.
- d. The benefits of such programs are difficult to evaluate, especially in terms of the high cost.
- e. Persons returning to the job, imbued with new ideas, often find the return frustrating when they cannot convince anyone to use the ideas.
- f. The informal contacts made with other executives are all too often used for the purpose of finding other positions.
- g. There appears to be a growing disenchantment with the professional values to be gained from such formal programs.

Mr. Hubben predicts that until some way is found to evaluate these programs so that their worth can be measured against the loss of time and money, there will be a gradual decrease in formal training activities, particularly the longer ones.

## 2. The Informal Activity Seems to be the Answer.

Experienced managers are coming to the conclusion that the answer lies in personal guidance and closely-followed individual development.

### A Proposed Program for Appraising Executives

The "Success Pattern" approach is useful for selection appraisal, for promotion appraisal, for choosing an approach to development, and for plotting your own self-development.

This approach proceeds on the assumption that the way to find the best in every man is to follow these three underlying principles:

1. A man's future is shaped by the same factors that have determined his success or failure in the past;
2. To get the best out of a man, you must seek the best that is in him - and since he alone knows what is in him, the way to find out is to ask him; and
3. When a man feels that a particular action was a success or a substantial achievement, he must put some of his better effort into it.

These three points lead to the Success Pattern theory (Haldane, Personnel, September-October, 1958) which can be summarized this way:

"Each new success proceeds from a foundation of earlier achievements. By analyzing these achievements, we uncover the dynamic factors that have contributed to a man's success thus far. These factors combine to form his Success Pattern. By studying his Success Pattern, we can then determine the direction and rate of his further progress and development.

It is necessary, to analyze a number of successful experiences to determine the crucial factors in any man's Success Pattern.

### What Does It Add Up To

1. There are so many possible variations in the administrative situation that one answer for all executive selection and appraisal problems is impossible.
2. The heart-to-heart appraisal talk between supervisor and employee designed to correct deficiencies is less useful than the talk designed to optimize strengths and build on past success.
3. Executive development techniques are considerably less important than the willingness of top executives to devote time and attention consistently to the overall problem and to undertake personally guidance and development of subordinates.

### Practical Application

The "Success Pattern" approach to interviews was applied by dividing the group into teams of three - one an interviewer, one an interviewee, and the third a reporter and analyzer of the interview.

Coordinator: James W. Merrill  
CSS

Summarizers: Glenn W. Freemyer, AMS  
Charles W. Koechley, SCS

WEDNESDAY, JUNE 29, 1960

Morning Session

8:30 - 12:00

"Organizing for Effective Accomplishment

of Program . . . . . Lt. Col. Charles F. Austin  
Infantry, U.S. Army Manage-  
ment School, Fort Belvoir,  
Virginia

"Treatment of this subject will focus on the concepts of full and effective utilization of staff through proper organization, adequate standards of performance and plans for carrying out these standards. Included in the discussion of the subject will be the efficient utilization of resources within and without an organization to effectuate one's work in a particular segment of the organization."

Afternoon Session

1:00 - 4:30

1:00 - 4:00

"Decision Making Process in Government. . . Dr. Sidney Mailick  
Dir., Government Exec.  
Prog., Graduate School  
of Public Admin. and  
Social Service, New  
York University  
New York, New York

"One of the most important responsibilities of a manager or a supervisor is his ability to make proper decisions. This subject presentation will include ways of obtaining facts that are relevant to the problem, assembling these facts, evaluating them, and arriving at a satisfactory solution or decision within the framework of Government operations."

4:00 - 4:30

"Simulation Exercise". . . . . Work Group Assignment

"ORGANIZING FOR EFFECTIVE ACCOMPLISHMENT  
OF PROGRAM"

Lt. Col. Charles F. Austin  
Infantry, U.S. Army Management School  
Fort Belvoir, Virginia

Lieutenant Colonel Charles F. Austin, Infantry, joined the faculty of the U.S. Army Management School in June 1955, after serving in various capacities in the Army Audit Agency, Counter Intelligence Corps, and others, and then received the degree of Master in Business Administration with High Distinction from the Harvard Graduate School of Business Administration.

He is the author of various articles on management which have been widely reproduced and distributed in military, government and business circles and in foreign military journals.

Part I. Organization for Effective Accomplishment of Program

In the presentation of this topic the speaker utilized the discussion rather than the lecture approach deliberately, he said, because we grow only when we become personally involved. A simulated problem therefore was given the participants of T.A.M. several days prior to the meeting:

Problem: Consider yourself as a management consultant to recommend to the National Administrator the type of organization pattern, personnel requirements, standards of performance and types and methods of control for price supports through a voluntary "Price Insurance Program."

Introductory Remarks: Col. Austin began the discussion with a few introductory remarks pointing out that human behaviors stem from attitudes, some of which are relatively fixed while others are flexible; therefore, if human behaviors are to be changed, attitudes must be changed. U.S. Department of Agriculture must agree or the T.A.M. workshop would not have been set up. The goal of the exercise today, he pointed out, is to find out what can be accomplished in a given time through organization but before we start solving our problem, we must know what our problem is.

Discussion: The discussion from the floor brought out certain statements of the problem. "Price supports under the current program are unsuccessful and a new system of price supports by Price Insurance should be established." A question was asked as to



the motivation for farmers to participate in an insurance program. Col. Austin called attention to the fact that the discussion was on the problem of how to carry out the program rather than defining it. The suggestion was then made that it devolved about Price - if above there would be no compensation; if below the farmer would get indemnity.

After some discussion on definition the group got on to certain assumptions which they felt necessary to the development of the program, such as: Organization-wise they would use existing agencies within the Department to the fullest extent possible. Several felt no new agency would be needed at all. Others pointed out that current price supports and assumedly the organization, would be eliminated. Someone suggested that acreage restrictions would have to be continued. It was also suggested that commodities to be included would be those now under price support and limited to a six state area. A further assumption was made that the farmers would pay 50 percent of the insurance cost and the government 50 percent.

At this point the Colonel said he felt the group had a fair image of the problem and that the group should next consider the tasks or functions which the agency needed to carry out. The following were suggested:

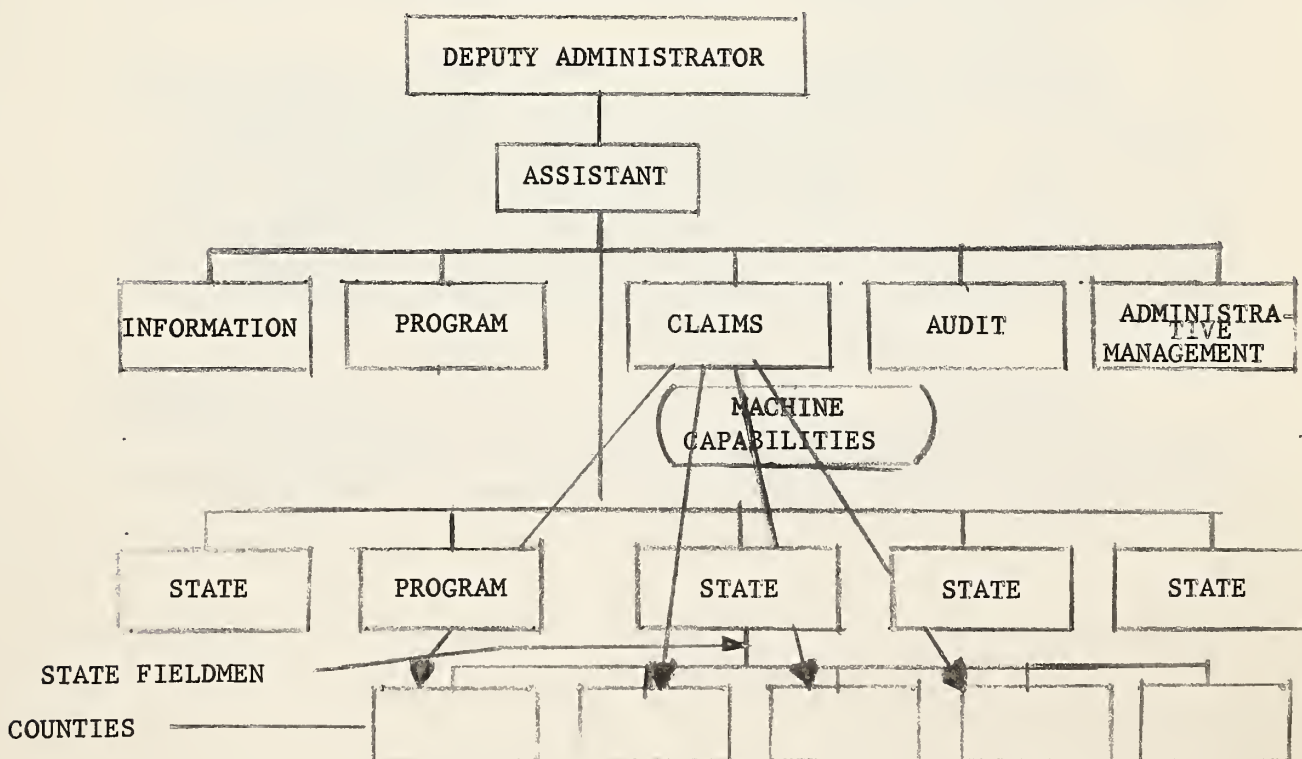
An organization to sell insurance.

An organization to appraise claims and collect premiums.

An organization to provide housekeeping functions.

An organizational chart was developed at this point on the blackboard.

Organizational Chart





At the end of the discussion about the organizational chart the speaker pointed out that consideration still had not been given to the problem of the budget, payroll, staff, payments under the program, interrelationship with other agencies, timing (phasing out of old and phasing in of new) or the availability of personnel.

Summary. In summary the colonel emphasized the point that at times the group hit blocks when little progress was made. This, he said, represents a common executive deficiency. An executive must make a careful analysis of factors impeding the progress of a conference and what factors contribute to its progress. Did your fellow helpers make contributions? He mentioned that many of us have a habit of "shutting off our ears." The conference will be making good progress when a member of the group will come up with something entirely unrelated or about something which the group was on a half hour before. The speaker also mentioned that some executives feel that the organizational chart is an impediment. An organization is a living fluid moving dynamic force which cannot be represented by a chart. It represents people expressing feelings.

He suggested testing the organization.

1. Was there clarity of objectives?
2. Were responsibilities defined?
3. Was there adequate decentralization?
4. Was there unity of command?
5. Did you consider the span of control?
6. Were the channels of communication clear?
7. Were echelons good or bad?
8. Are command and staff relations adequately considered?
9. Management by exception.

The following is a summary of Lt. Col. Austin's formal presentation entitled "Management's Self-Inflicted Wounds".

The emphasis here is on self-examination.

This lecture situation is used as an example.

Consider these points.

1. How do we grow?
  - a. growth is "change"
  - b. to grow is to learn
  - c. to learn from this lecture, you must become emotionally involved.
2. How to get "involved emotionally"
  - a. Some call it "gut-level learning"-you must feel it in your guts.

The lecturer should keep these points in mind-though your audience looks at you doesn't mean they are hearing you - they don't listen with their eyeballs. Evaluate yourself on how well you conducted your last meeting.

Evaluate yourself as a boss by asking these three questions concerning your last three bosses.

1. Did you respect him?
2. Did the work progress because of or in spite of him ?
3. Did he have knowledge of the job?

Typically, more than half of American executives do not pass this evaluation. This should be cause for some sober reflection as to how well you may pass the test.

These are the functions of management

1. Plan
2. Direct
3. Control
4. Coordinate
5. Organize

The manager carries out his functions by

1. establishing objectives
2. motivating his people
3. communicating
4. innovating
5. maintaining a cooperative system
6. developing his subordinates
7. decision making

The executive must solve continuing problems through

1. systematic ordering of the work
2. appropriate application of skills
3. sustained cooperations

The principles of management may be stated as:

1. Manage by exception  
(but don't neglect non-exceptional areas)
2. Delegate - don't deputize  
(but in delegating, don't lose control)
3. Staff may approve but never disapprove  
(except where the time proposal is obviously stupid)
4. Consider your span of control  
(but don't let numbers restrict you)
5. Recognize the importance of group dynamics
6. Decentralization  
(except where centralized management gets a better job done)

These principles obviously do not provide a firm set of rules--they may serve no other purpose than to recognize that we cannot establish firm principles.

The following are called "Management's Self-Inflicted Wounds"--examine yourself--how many apply to you--

1. Crisis (he manages by making every job a crash program--unnecessary deadlines)
2. CYA (in police company, it means "do not expose yourself in a vital area at any time")
3. Total (when he's gone, nobody can make a decision)
4. Parochial (familiar only with his domain)
5. Default (failure to make a decision) management by default is characterized by:
  - a) The "One Sheet of Paper" Boss  
(here the decisions are made by the one who decides what to leave out to keep the report to one sheet)
  - b) The 100% Boss  
(he wants everything)
  - c) Completed Staff Work Conformist  
(nothing less is accepted - he will never know the alternatives discarded - the question is not how to do it but how to get it)
  - d) The Conformist  
(The loneliest man in Government is said to be "the man with a new idea - is the non-conformist a hero or a fool - the conformist may rely on "tried and true" vs. "something new")
6. The Horizontal Priority List  
(all jobs to be done yesterday - no priorities established as to which job comes first)
7. The Undiscussed Efficiency Rating  
(The boss is afraid)
8. The "How to do it" Boss  
(Stifles initiative)
9. The "Crutch of Authority" manager  
(My word is law)
10. The "Damm with faint praise" manager  
(That's nice but how about that other job)
11. The "Quick to Criticize - slow to Praise" Manager  
(I'm better than you - I can catch your mistakes")
12. The "One way Communication" Boss  
(I'll tell you - not you me")
13. The "No Decision" Boss  
(I'll think it over")
14. The "One-way Loyalty" Boss  
(John was wrong on that one")

15. The "Personal Pronoun" Boss  
("I - I - I - I")
16. The "Policy Manager"  
(Why use brains? - this is settled policy)
17. "Straining at gnats and swallowing camels"  
(A biblical quotation worth remembering)
18. The "Negative Reprimand" Boss  
(accent the positive - you don't have to tell the employee every time he makes a mistake)
19. The "Witch Hunter" Boss  
("Wait till I find out who is responsible for this goof-up")
20. Management by Compromise  
(black or white answer becomes grey)
21. The Boss whose boots must be licked  
("Bring me my coffee" - "Call me Mr.")
22. Treating the symptom - ignoring the illness.  
(Determine which is which)
23. Command Inspection  
(Make ready for the Brass)
24. The "Take the Credit" Boss  
(Similar to the "Personal Pronoun" Boss)
25. The "I need a Deputy" Boss  
(So he can do the dirty work)
26. Commendations and Awards  
(They are needed - are they given)
27. The Written Disapproval  
(the impersonal way offends dignity)
28. The "Management by Fetish" Boss  
("Stand at attention soldier!")
29. The "Acting Corporal" concept  
(creates a crown prince)
30. The "Sequential Coordinator" Boss  
(Tells each level or person independently of the other when one meeting would be best)
31. The "Hidden Agenda" Boss  
("While you're here, Joe, we might talk about another matter")
32. The "Brainwasher" Boss  
(At a meeting, he states his opinion first--I dare you to disagree with him)

Finally, the speaker urges that management seek to re-establish a high level of intellectual integrity. Discretion or cowardice motivates decision making all too often. Most of the "loneliness of command" is unnecessary. You must delegate or abdicate. The best rule is "The Golden Rule" - "Do unto others as you would have others do unto you".

Coordinator: Kirby Payne  
Summarizers: Tony M. Baldauf  
Harald G. Larsen



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Published by McGraw Hill Book Co., Inc.  
330 West 42nd Street  
New York 36, New York

### "Planning and Developing the Company"

Organization Structure

By Ernest Dale

Published by:  
American Management Association  
1515 Broadway Times Square  
New York 36, New York



## "DECISION MAKING PROCESS IN GOVERNMENT"

Dr. Sidney Mailick

Dr. Sidney Mailick, Director of the Executive Program and Adjunct Professor, Graduate School of Public Administration and Social Service, New York University. Dr. Mailick served previously as the Director of the Center for Programs in Government Administration, The University of Chicago, where he inaugurated the first residential Executive Program in this country designed specifically for top-level federal administrators.

Dr. Mailick introduced the subject by stating that decision making was the most important job of an administrator. He then briefly developed a theoretical frame of reference for decision making. Presentation of the theory was followed by more practical material of a how-to-do-it nature, including participation of the group in case studies. In order to establish a more common bond of understanding, definitions were first necessary.

### Definitions

1. POSDCORB - A made-up word designed to call attention to the various functional elements of the work of a chief executive because "administration" and "management" have lost all specific content. POSDCORB is made up of initial letters and stands for the following activities:

Planning	Co-ordinating
Organizing	Reporting
Staffing	Budgeting
Directing	
2. Administrator - One who plans, organizes, directs, and controls.
3. Planning - What is to be done---includes objectives, policies, programs, methods, and operational scheduling.
4. Organizing - Grouping of activities into work units and defining relationships among work units and executive.
5. Assembling resources - This includes staffing and obtaining of needed material and funds.
6. Directing - Communicating plans and instructions to work units. Establishing relationship with immediate subordinates.
7. Coordinating (Control) - Regulation of activities of the organization for the purpose of achieving goals.
8. Reporting - Maintenance of organization communications.

## Theory of Decision Making

1. Simon\* indicates that all people make decisions but only the administrator is involved in group decision making.
2. A decision is a choice of one alternative from two or more alternatives. Decisions are classified as:
  - (a) Rational - Based on reason and adequate information and containing three elements:
    - (1) Identification of the relevant alternatives.
    - (2) Calculation of the consequences of the alternatives.
    - (3) A value system - The identification and calculation of alternatives are based on items considered to be important such as maximizing gains, minimizing risks, love of country et al.
  - (b) Non-rational - Based on items such as:
    - (1) Emotion
    - (2) Chance
    - (3) Instinctive or habitual reaction.
  - (c) Factual decisions - These relate more to "how" and to "procedures". They are characteristically decisions made by lower ranges of the administrative ladder.
  - (d) Value Decisions - These are not as subject to factual analysis but are related to values held by the administrator and/or the organization. They are decisions of right or wrong and of good or bad.
3. Science and statistics are of use in making factual decisions but of little help in value decisions. Data from operations research, and statistical compilations are examples of material useful in making factual decisions.

\*Herbert Simon, "Administrative Behavior", 1947 (Recommended reading).

## Practical How-To-Do-It Ideas and Suggestions

1. Motive is an individual phenomenon while purpose is a group phenomenon.
2. There is no hard and fast rule to guarantee good decision making. Because factors affecting decisions constantly change, decisions must be based on the latest data.
3. If we slow down the decision making process, the decision will probably be better. The numerical process in

decision making will probably slow down the decision but will probably make it a better one.

4. The Decision Process

Eight questions are suggested which we should ask ourselves before making a decision.

- (1) Why is it necessary to make a decision?
- (2) What important organization goals are involved?  
What personal motives are involved? Why compromise is possible or necessary if these conflict?
- (3) What are the relevant alternatives?
- (4) What are the possible consequences of each alternative? On the organization? On one's self?  
On other members of the organization? On the Public?
- (5) What techniques are available for obtaining essential information on the range of relevant alternatives or consequences?
- (6) What means are available for implementing whatever decision is made?
- (7) What means of escape are available in the event the decision that is made is a poor one?
- (8) What is the relation of morality and ethical values to what is necessary or expedient?

4. Training programs of this sort may or may not furnish one with new information but they will make the decision process clearer.
5. Group case studies-Three case studies were submitted for consideration, first by the whole group and then by sub groups. Consideration was given to following through on the processes suggested by the eight questions above. It was emphasized that the more we attempt to identify what goes into decisions, the more likely the decisions will be good.
6. Dr. Mailick concluded his presentation by suggesting that there may some day be established a social science of organization and administration. At least we can hope to establish categories from which we can predict that certain things will happen.

Morning Session

8:30 - 12:00

"Communications" . . . . . Dr. Everett O. Alldredge  
Asst. Archivist of the U.S.  
Nat'l Archives and  
Records Service  
Washington, D. C.

"This subject will deal with the importance of effective communications, both formal and informal, in an organization. Discussion will center around the four basic methods of communication: speech, writing, listening, and reading. Included in the presentation will be suggested methods or techniques on how a person can develop and improve in such skills."

Afternoon Session

1:00 - 4:30

- "Work Group Presentations for Simulation Exercise" . . .
1. Joseph P. Loftus  
Dir., Office of  
Administrative  
Management, USDA,  
Washington, D.C.  
  
Co-Chairman, TAM  
Work Group
  2. Robert P. Beach  
Asst. Deputy  
Administrator,  
Operations, Commo-  
dity Stabilization  
Service, USDA  
Washington, D.C.
  3. F. F. Hedlund  
Dep. Dir., Fruit  
and Vegetable Div.,  
Agr. Marketing Ser.  
USDA, Washington,  
D.C.
  4. Joseph A. Moss  
Dep. Dir., Cotton  
Div., Commodity  
Stabilization Ser-  
vice, USDA  
Washington, D.C.



## "COMMUNICATIONS"

Everett O. Alldredge  
Assistant Archivist of the United States  
Office of Records Management  
National Archives and Records Service, GSA  
Thursday, June 30, 1960

Undergraduate work at DePauw University, Greencastle, Indiana; graduate work at Harvard University, and Cambridge University, England.

Dr. Everett O. Alldredge served as technical consultant to the Records Management Task Force of the first Hoover Commission and to the Paperwork Management Task Force of the second Hoover Commission. In 1954 received GSA Distinguished Service Award, and in 1958 the GSA Meritorious Service Award.

The communications area was divided into three parts: (1) policy (based upon the AMA Standards of 1955); (2) controls over the creation and use of reports, forms, correspondence, and directives (including instructional publications); and (3) techniques to improve speech, listening, dictation, writing, reading, and use of visual aids.

Self-appraisal test sheets were provided so that participants could pin point shortcomings in techniques. Voice recordings should be made and evaluated to improve speech.

Improvement in the ability to listen, it was pointed out, was dependent upon learning to concentrate, repeating instructions to one's self, not repeating instructions to others, accepting controversy, and not thinking one knows already what another person will say.

Improvement in writing was portrayed in terms of sentence length, using nouns that could be pictured, using verbs in the active voice, being reader-centered, avoiding circumlocutions, reducing the number of "dead-head" words, acquiring skill in sentence structure so that variety could be gained, and planning before committing ideas to words.

To secure improvement in reading the kinds of reading rates were described and the increases in rate possible. Acquiring a vocabulary large enough to read the varied materials one ought to read and devices to evaluate what one reads for slanted material, objectivity, and logical coherence were also covered.

The preparation of visual aids in reports, and instructional materials was canvassed. Examples of good usage of photographs, diagrams, maps, tables, charts, and graphs were cited.



## Reference Material

"The Administrator's Skill: Communication"

by F. J. Roethlisberger

Voice and Speech Questionnaire

Self-Administered Speech Test

Vocabulary Test - Developed by University of Indiana

Effective Sentence Test - Developed by Northwestern University

Fog Index Formula - by Robert Gunning

"Listening to People" by R. G. Nichols and L. A. Stevens

Coordinator: F. L. Southerland, AMS

Summarizers: Russell A. Lock, SCS

Peter B. Pauli, CSS

## WORK GROUP PRESENTATIONS FOR SIMULATION EXERCISES

Afternoon Session  
June 30, 1960

The Chairman of each of the three work groups presented the group solutions to the problem which had been presented. This involved the action to be taken under a hypothetical P. L. 1500 - 86th Congress.

Group I set up a new administration in the Department with a chart of the organization and budget. Utilization of other agencies and Departments was contemplated.

Group II presented a plan whereby the program would be coordinated in the Office of the Secretary and he administered primarily through FHA and budgeted funds accordingly. FHA would also utilize other agencies and Departments. (see summary attached)

Group III set up a new administration in the Department with an organizational chart and budget with utilization of other agencies and Departments contemplated.

The presentations were heard by the panel assigned to this session after which the members of the panel made their respective evaluations. A member of the panel offered his views about the Group I plan. A second member did likewise as to the Group II plan, and a third member as to the Group III plan.

Thereafter members of each group were given an opportunity for rebuttal to clarify if they could, any misconceptions or criticisms.

Following this the panel and the entire body engaged in a concerted endeavor to approach the problem in somewhat the pattern contemplated by the management practices as set forth by experts heard in the preceding sessions. It was apparent to all concerned that a very complex problem had been presented with many speculative and unknown factors to be evaluated. There were no guides as to the gravity of the problem nor of the standards of measuring the gravity.

It was apparent that each Group had worked hard and had come up with commendable jobs considering the complexities.

The Groups referred to herein, the problem, and the charts are a matter of record. Thus, there is no attempt to incorporate these matters in this summary other than by reference.

Summarizers: William J. Atterbury  
Calle A. Carrello

Before presenting the results of our committee's long and soulsearching deliberations and considerations, let me briefly discuss its modus operandi.

Our first meeting on Monday lunch time was devoted to organization of the committee. We were practically strangers. If anything, we had quite a heterogeneous group--from veterinarian to librarian and many others in between. Youth, mature youth, and more mature youth!

In small groups of two we set up work items for each: organization and manpower, budget and fiscal, area determination, distribution, and cooperation with States and local agencies. Because of my long budget experience, my assignment was in another item--practical disqualification--others did the budget job.

Our first work meeting that afternoon and evening was spent entirely on analyzing (as a committee on the whole) the Depressed Areas Economic Recovery Act of 1960.

Our first job was to define the mission--to paint with a wide brush what was authorized by the Act--what assistance was to be given. Rest assured, this was not an easy thing to do. The law contained insidious overlapping and was replete with the omission of pertinent data.

Finally, a meeting of minds was reached unanimously. After that, the functions under each mission were developed. There were so many possible types of assistance, that we have limited them (for this exercise) to those described.

With copies of program and functional data now at hand, our small work groups dug in on their assigned items. Without an organization, there was no use starting on the budget, so our budget group worked with the organization and manpower boys to ascertain who would do each function. Meanwhile, as other groups completed their assignments, they joined in the deliberations concerning the organization.

We hashed and rehashed the various relevant alternatives and calculated all the consequences. At long last, there was nothing to do but to use existing Agriculture Agencies and other Government Agencies.

Our major factors for reaching this decision were:

1. The law designated the Secretary to have primary responsibility--other agencies were merely implied.

2. More speed in setting up aid programs. Haven't we handled quick programs before. Witness Soil Bank--others, too, in the past.
3. Reduced costs.
4. Washington and field staffs already are carrying out similar programs.
5. What better way to learn what each agency of the Department is doing? Wasn't that a clue Ernie Betts gave us the other night--it seems a long time ago when he said he hoped this session would--if nothing else--give us a better understanding of the work of the Department.

Please remember in all our discussions that Agriculture will coordinate all the activity--Agriculture will be responsible for rural activities (except industrial development in rural areas) and the other agencies will work in their particular areas--some rural--others urban.

Some of the functions appear under several agencies; according to our plans, they will be engaged in their particular specialties. Our committee set-up should assure proper distribution of functions--they are geared to speed because of the nature of these programs.

Employment policies will follow the lines of current classification and employment authorities. Work forces will be hired for force account work under letters of authority--termination at end of fiscal year but renewable as required. The supergrades will be allocated on the basis of needs:

Coordinator in Secretary's Office	GS-18
Deputy in Secretary's Office	GS-17
FHA--Two GS-17	SCS--One GS-17
Six GS-16	Regional Coordinators

One GS-18 is to be held for future determination after programs emerge more clearly.

Now we come to controls.

Financial controls will consist of:

1. Detailed budget from each agency based on tentative allocations.
2. Apportionment by the Budget Bureau of all allocations.
3. Allotment pursuant to Departmental, Treasury, and GAO regulations.



4. Day-to-day financial controls through agency accounting procedures, Treasury and GAO regulations.
5. Monthly Financial Reports
6. Monthly Progress Reports
7. Monthly review of actual obligations and expenditures with adjustments for completed projects so additional amounts may be programmed.
8. Annual reports to Congress.
9. Internal Audit by agencies and GAO of both program and financial operations.
10. Analysis of public reaction--newspapers, magazines, TV, radio, etc.

Because of the nature of the programs, our committee has established the following funds, after due and deliberate conferences with the Bureau of the Budget, Treasury Department and GAO:

Rural Development Revolving Fund - For Loans  
Urban Development Revolving Fund - For Loans  
Emergency Works - For grants or direct action  
Salaries & Expenses - For planning assistance, determination of distress areas, and for administrative expenses.

The use of revolving funds will enable repayments to be reprogrammed with maximum use of funds for loan programs. Interest rates will be established at the lowest rates consistent with Treasury policy and approval and terms of repayment for long periods--depending upon type of assistance and whether any revenue will accrue to the recipients.

The committee has tried to follow the two principal aspects of financial planning and management in establishing the budget cycles.

This includes (1) the initial program financing plans and estimates.

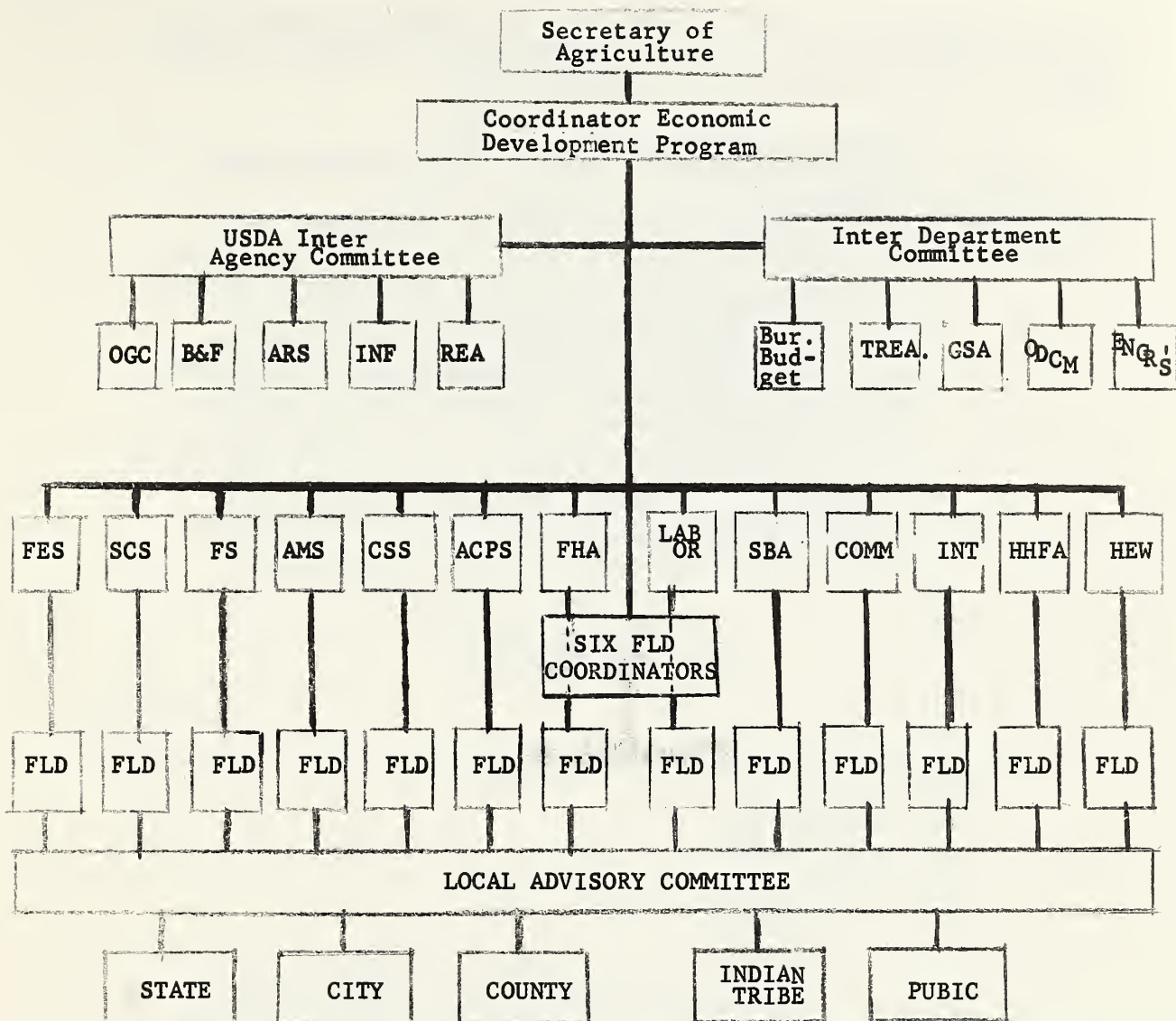
2. Their evaluation through successive stages in the Department.
3. Their justification before the Bureau of the Budget and the Congress.
4. The determinations and plans that must be made on the basis of funds actually made available.
5. The allocation of funds to operating units, based on their operating plans, and the controls exercised over the use of funds.

Another aspect is the continuing one. This includes:



- (1) The maintenance of accounts and rendering financial reports.
- (2) The assembly of data on operation to measure the progress and effectiveness of the use of financial resources.
- (3) Audits and investigations to assure that proper financial controls are being exercised.

We now have the tools, the facilities, the manpower to do the job.



During the general discussion concerning appropriate steps in formulating the program and the organization structure to administer it, the following procedure was outlined:

1. Define objectives (major purposes).
2. Recognize problems (competitive interests unfair, advantage to areas benefitted, etc.).
3. Specify in some detail terms of the program (use to be made of loans vs. grants vs. direct operation).
4. Provide for Coordination with other programs (in USDA or other Federal and State Agencies).
5. Devise standards as to eligibility, applicability, etc. (condition to be met, safeguards, criteria, etc.).
6. Determine manner of operation (use of advisory groups, State Agencies, etc.).
7. Set-up organization (alignment of function, authorities conferred and delegated, etc.).
8. Allocate available funds (loans, grants, emergency programs, operating expenses).

FRIDAY, JULY 1, 1960

Morning Session

8:30 - 12:00

"Creativity and Innovation" . . . . . Dr. Bernard B. Goldner  
Dir., School of Creative  
Thinking, La Salle College  
Philadelphia, Pennsylvania

"This topic will illustrate the importance of creative thinking in management and a means of not only keeping abreast with rapid changing technology, but looking ahead and planning for the demands of the future. In addition, techniques will be presented for developing ideas, a creative attitude, and a creative atmosphere by management toward the goal of increasing efficiency and economy in operations within an organization."

Afternoon Session

1:00 - 3:30

1:00 - 2:30

"Public Relations in Management" . . . . . J. K. Mc Clarren  
Asst. Dir., Visual  
Information  
Group, Office of  
Information, USDA  
Washington, D. C.

"Public relations is a key part of the management job. It is interwoven into each decision by management and when used effectively it becomes a conscious and continuous process. This decision examines how we can best recognize and discharge this responsibility."

2:30 - 3:30

"Evaluation of Workshop". . . . . Chairman, Editorial Committee  
"Presentation of Certificates" . . . . . Joseph P. Loftus  
"Closing Remarks and Adjournment" . . . . . Albert T. Greatorex

## "CREATIVITY AND INNOVATION"

Dr. Bernard G. Goldner

Dr. Goldner is Professor of Industry and Director, School of Creative Thinking, La Salle College, Philadelphia. He received his Ph. D. from the University of Pennsylvania. As advisor to industry on creative thinking, Dr. Goldner is consultant to the U. S. Civil Service Commission, U. S. Veterans Administration, and to many leading commercial companies. He also is a manufacturer in plastic industry, inventor and patent holder, lecturer and author.

Thinking is a rearrangement of patterns, whereas creative thinking projects beyond the known. Creative thinking can be defined as uninhibited, fluent and imaginative thinking activity of the brain toward a novel outcome.

### Characteristics of a Creative Individual

1. Intelligence - the ability to apply what is already known.
2. Experience - a rich, varied background that can be topped for ideas.
3. Imagination - the capacity to create alternatives or develop solutions.
4. Flexibility - the faculty of being able to "spin around on a dime" to meet challenges.
5. Problem sensitivity - attunement with job and personal environment that makes it possible to foresee and solve problems before they reach the white heat stage.
6. Curiosity - an eagerness for information.
7. Originality - ability to create what will become acceptable.
8. Independence - belief in self and the courage to withstand pressures of a group, whether social, political or business.
9. Freedom from fear - the confidence to break away from traditional viewpoints.

This is what management must do to encourage creativity and cash in on it:

1. Develop a climate of creativity.
2. Wholeheartedly sponsor a continuing program.
3. Actively encourage daring and imaginative ideas.
4. Try to discover, encourage, and evaluate creative people.
5. Span the gap between policy and practice.



6. Insist on measuring results.

Increasing Creativity

1. What-if technique - by posing a problem that doesn't exist, you are stimulated to think of new ideas.

2. Creative cabinet technique - by pulling out each "drawer" you may get a combination that never occurred to you.

3. A tribute shifting - examine an idea or process carefully, select major idea or strong attribute, and then apply that attribute to something else.

Coordinator--Hoburg B. Lee, REA

Summarizers--H. Rex Thomas, ARS

E. E. Parsons, Jr., CSS

## Bibliography

### "Executive Decision Making"

Jones, M. H., Published by Richard D. Irwin, Inc.  
Homewood, Illinois, 1957

### "Applied Imagination"

Osborn, A. F., Published by Charles Scribner's  
Sons, New York, 1953

## "PUBLIC RELATIONS IN MANAGEMENT"

J. K. McClarren, Assistant Director  
Visual Information Group, Office  
of Information, USDA, Wash., D. C.

Mr. McClarren was reared on a livestock farm in Oklahoma, graduated from Connors State Agricultural College and attended North-eastern Teachers College. He has served in numerous key information posts in the Department and with international groups, including that of Chairman of the Program and Content Committee for the first World Agricultural Fair at New Delhi, India.

Since 1946, at the conclusion of the war, the public was generally well informed and favorably disposed in regard to the importance of agriculture, its contribution toward victory in the war and its potential influence in establishing peace. Thus, no serious public relations problem existed. In recent years this favorable atmosphere has largely disappeared and the Department has been receiving brickbats from all quarters. The need for effective public relations is obviously much greater today than during and immediately following the war.

If public antagonism does not change, the farmers' future appears ominous indeed. The urgency of the problem requires that the farmer himself together with all groups engaged in agricultural and related activities act to bring about the needed change in attitude. Careful and thorough thinking on the part of all concerned will be necessary.

Public relations is a management responsibility, and falls upon all officials and employees of the Department.

Definition of terms: (1) Press agency - use of devices, exhibits and spectacular occasions or events. (2) Publicity - the dissemination and systematic distribution of information by the one wishing to give information to someone else. (3) Propaganda - the organized and systematic spreading of a doctrine, idea or cause, such as "democracy", "communism", etc.

Public relations is communicating information and ideas from an institution to its various publics (each institution has several separate publics) and back from those publics to establish and promote a mutuality of interests.

Some principles to be recognized: (1) Public relation is unavoidable - every activity each of us is engaged in affects public relations either positively or negatively, so does each single action or inaction have such an effect. (2) Public relations is built into management responsibility at all levels of an organization. Each

program must be acceptable and right in the public understanding of its purpose and goals; it must therefore be understandable in the public mind. (3) Public relations must be a continuous process rather than spasmodic or spectacular in nature.

A tape recording illustrated the antagonistic current public attitude and the ineffective response by persons who should be qualified to reply accurately. A subsequent portion of this tape illustrated the application of judgment and counter information in combatting misinformation and prejudice.

Following this demonstration the group participated by addressing questions and comments to the speaker relative to specific public relations problems and experiences they had encountered, and by making a variety of comments, generally indicative of a feeling that the Department could and should take more positive steps to better equip employees to fulfill their individual responsibilities in this area of management.

Mr. McClarren concluded by reviewing several statements expressing the attitudes of top administrators regarding the fundamental importance of public relations and the continuing day-to-day character of this aspect of management.

Following Mr. McClarren's address, Mr. Loftus presented individual TAM workshop certificates to the participants. Prior to adjournment, Dr. Thomas summarized evaluation data developed by his committee.

Mr. Greatorrex was warmly thanked and commended by the group for his thorough and diligent efforts in preparing and conducting the workshop. Mr. Greatorrex responded by a brief acknowledgement to the group.

Coordinator--Jay F. Grant-FS

Summarizers--Guerry R. Smith-FAS

David L. Crawford-FHA

## "EVALUATION REPORT"

### Evaluation Committee

The summary of the replies on the benefits expected from attending TAM and of the participants' weakest area in management knowledge follows:

#### What benefits the participants expected from attending TAM?

1. Learn the principles of good administrative management.
2. Learn the functions of USDA and other government agencies.
3. How to work more effectively with people.
4. How to select and develop personnel.
5. How to be more effective in communicating ideas.
6. How to plan more effectively.
7. How to delegate authority.
8. Exchange ideas with others in USDA.

#### What were weakest areas in participants' knowledge of management?

1. How to work effectively with people.
2. How to conduct an effective meeting.
3. How to plan effectively.
4. Knowledge of other government agencies.

Evaluation by participants in this first TAM workshop for USDA in the Washington area was accomplished through a mimeographed questionnaire distributed to the participants on the next-to-last day of the Workshop.

Participants were told at the outset that an evaluation was expected and they were requested by the Evaluation Committee to keep notes on the following:

1. Rate benefit of subject matter to the participant.
2. How well was the subject developed?
3. Effectiveness of the presentation.
4. Was there sufficient opportunity for discussion?

The following comments based primarily on the responses to the questionnaire may be helpful in planning future TAM Workshops.



First, there was no hesitation in rating the Workshop as successful in meeting its objectives. Most (26) felt that the attainment was above average and eleven of these participants gave it "top" rating. Ninety percent of the participants indicated increased understanding of their knowledge of the "Training in Administrative Management Program" resulting from the Workshop experience.

According to majority reaction, there was excellent balance in the selection of guest speakers as between academic, business, industry and government.

The outstanding management topic discussed was "Working Effectively With People." This topic and, if possible, the same speaker should be on the Agenda of any future TAM Workshop in this area. In order of priority, the topics of most interest and value to these potential executives were ranked in order of priority as follows:

- A. "Working Effectively With People" - Dr. Arthur R. Laney
- B. "Creativity and Innovation" - Dr. Bernard B. Goldner
- C. "Organizing for Effective Accomplishment of Program" -  
Col. Charles F. Austin
- D. "Communications" - Dr. Everett O. Alldredge
- E. "Decision Making Process in Government" - Dr. Sidney  
Mailick
- F. "Selecting and Developing Managers" - Mr. Herbert  
Hubben

Most of the participants were satisfied that the Workshop covered the areas which they wanted discussed. Conversely, there was not much unanimity in the few suggestions for additional coverage. There appeared to be some concentration on need for coverage of a topic on Government organization in such expressions as "principles of effective organization," "line and staff functional and managerial relationships," "approach to program planning," etc. Also, there was random interest in "how to conduct committee meetings and staff conferences," "Civil Service, and personnel procedures" and "how to utilize one's time more effectively." Several were interested in practical application of the themes expounded perhaps through case illustrations given by an Administrator.

There were only a few comments to the effect that more time and attention should have been given to the organization and functions of the USDA.

The general reaction on topic coverage was summed up by one

of the comments, "I would like to hear each of the speakers again... and have him carry on where he left off."

The methods of TAM Workshop presentation of greatest interest to participants and most useful in their jobs were ranked in order of preference as follows:

- A. Lecture with discussion methods.
- B. Work group assignments.
- C. Lecture with visual aids.

The simulation exercise drew the most criticism as being too complex and time-consuming; yet, 28 responded that it was a profitable exercise--10, fairly profitable; 8 highly profitable; and 10 rated it a "top notch" benefit. Some of the comments recognized its value as forcing a more comprehensive knowledge of the organization and functions of the USDA. Complaints about working on this problem far into the night every night were tempered with several suggestions for improvement such as the need for more guidelines and assumptions, the possibility of scheduling this major problem following the pertinent topical discussions and a preliminary exercise such as that presented by Col. Austin. Several thought that a better balance with the rest of the Program could have been achieved by working on a less-complex problem which would not cut so heavily into other committee assignments.

Twenty-one participants considered that their time was fully and effectively utilized. Some complained that there was little time for effective performance of committee assignments and virtually no time for recreation and rest. It was suggested that in a setting such as Cacapon State Park, some time should be allowed for recreation during the day which could be compensated by scheduling speaker sessions in the evening. Only two of the participants indicated a negative response to the question as to whether there was sufficient opportunity to ask questions but several volunteered written and verbal comments to the effect that more time should have been allowed for questions and discussion.

To preclude the individual comments and criticisms from outweighing the general perspective, the Committee wishes to conclude by pointing out that every participant, except one, felt that the TAM Workshop was of high personal benefit. Seventeen of them rated it excellent and twelve, above average in this regard. Also, this same group was convinced that the subject matter discussed would be useful in practical application to his job.

Evaluation Committee--Ronald C. Callander, CEA  
David L. Crawford, FHA  
Fred G. Krist, OP  
E. E. Parsons, Jr., CSS  
Guerry R. Smith, FAS  
Dr. H. Rex Thomas, Chrm., ARS

## Advisory Committee Report

F. L. Southerland	AMS
Walter M. Carleton	ARS
James W. Merrill	CSS
Harald C. Larsen	FAS
Jay F. Grant	FS

The committee met in caucus Sunday evening, following the opening session, and elected F. L. Southerland, chairman, and Jay F. Grant, Secretary.

Three additional meetings were held during the week.

In cooperation with the Workshop Director the committee entertained all suggestions for modification and conduct of the meeting, screened these suggestions and made recommendations to the Director.

### Committee Work Included:

1. Recommendation to move all scheduled times ahead an hour to conform with time in use in the locality.
2. Recommended substitution of more comfortable chairs for steel chairs at conference tables.
3. Recommended more time for recreation and informal discussions at future meetings.
4. Scheduled regular times each day at which participants could air and express views on questions of procedures and conduct of meetings.
5. Assisted director by assuming responsibility for decisions which represented committee consensus for best operation.

Because of the complete, excellent and careful planning by the Director prior to the meeting, the meeting ran exceptionally smooth and the Executive Committee enjoyed a minimum of duties to perform.

## Recreation and Social Committee

There were a number of activities available in the Park such as swimming, tennis, horseshoes and others. However, it seemed desirable that we select an activity or two in which the entire group could participate. The committee recommended, and the group concurred in, proposals that a volley ball tournament and a banquet be held.

Each of the three problem simulation groups formed a volley ball team. Tournament play took place Monday and Tuesday evenings just before dinner. The play was vigorous enough to relieve the tensions of the day but not so vigorous as to be dangerous.



## Report of Library and Visual Aids Committee

The assigned personnel of Aids Committee met on June 26, 1960 to organize and determine the operations procedures to be followed during this Workshop.

Mr. Kirby Payne was elected Chairman and Russell Lock, Secretary.

A complete inventory of publications and films, (pre-selected and brought from Washington) was made. Some 50 different publications and 7 films were available for use by the participants.

Prior to the Workshop, USDA Library Request forms (AD-245), in 6 copies, were made for each book. Five copies were clipped in each book, and one copy retained for inventory purposes.

The honor system, rather than a formal, supervised "check out" procedure was employed. Each borrower was asked to sign one copy of the AD-245 and to deposit it in a file box provided for that purpose. All borrowed items were to be returned by Friday noon.

The films were reviewed as to subject matter and running time, and a list was prepared. This was left on the table, with the books, in meeting room.

The Committee itself made no plans to show the films, but announced their availability. Meeting coordinators were to use them if a scheduled speaker failed to appear.

A list of books and films made available to the Workshop is attached.

# BOOKS AND PAMPHLETS

<u>TITLE</u>	<u>DATES</u>	<u>AUTHORS</u>
"Management in Action" Amer. Man. Assoc.	1956	Appley, Lawrence A.
"Personality and Organization: The Conflict Between System and Individual" Harper & Brothers, N.Y.	1957	Argyris, Chris
"The Job of the Federal Executive"	1958	Bernstein, M. H.
"How to Grow in Management"	1957	Black, James M.
"Internal Auditing" Revised and rewritten by J. A. Cashin, 2nd ed.	1958	Brink, V. Z.
"Group Dynamics; Research and Theory"	1953	Cartwright, Dorwin
"Assembly" The Federal Government Service	1954	Columbia U. American
"What Makes An Executive?" Report of the round table...	1955	Columbia University Press
"Administrative Vitality" Harper & Brothers, N.Y.	1959	Dimock, Marshall E.
"Effective Communications on the Job"	1956	Dochter, M. J., ed.
"Selection of Management Person- nel"	1957	Dochter, M. J., ed.
"Communication Through Reports"	1957	Douglass, Paul Franklin
"America's Next Twenty Years" Harper & Brothers, N.Y.	1957	Drucker, Peter F.
"Georgia Business"	1950 1956	
"Psychology in Management"	1956	Haire, M.

<u>TITLE</u>	<u>DATES</u>	<u>AUTHORS</u>
"Improving the Effectiveness of Management" University of Illinois Bulletin	1952	Hall, Herman S.
"Supervising People"	1953	Halsey, George D.
"Human Factors in Management" Rev. Ed.	1951	Hoslett, S. D.
"Executive Decision Making" Richard D. Irwin, Inc. Homewood, Ill.	1957	Jones, Manley H.
"The Techniques of Supervision"	1954	Lateriner, A. R.
"Managerial Psychology" Chicago, University of Chicago Press	1958	Leavitt, Harold J.
"Management Principles and Prac- tices" New York, Macmillan	1958	McFarland, Dalton E.
"Can Capitalism Compete?"	1959	Miller, Raymond W.
"Nations Business"	1957	
"Administrative Action"	1951	Newman, William H.
"Are You Listening?" McGraw Hill, N.Y.	1957	Nichols, Ralph G.
"Management Improvement"		OAM Pub #1
"Agricultural Accomplishments"	1953 1960	Office of Information Rel.
"Applied Imagination: Principles and Procedures of Creative Thinking", Rev. Ed.	1957	Osborn, Alexander F.
"The Supervision of Personnel: Human Relations in the Man- agement of Men", 2nd ed.	1956	Phiffner, J. M.

"Personnel Administration"	1956	Pigors, P.&Myers, C. A.
"Communication in Management: The Theory and Practice of Administrative Communication" Rev. Ed., Chicago, University of Chicago Press	1953	Redfield, C. E.
"Leadership in Administration: A Sociological Interpretation" Evanston, Ill., Row, Peterson	1957	Selznick, Philip
"Written Communication in Business" McGraw Hill, N.Y.	1957	Shurter, Robert L.
"Administrative Behavior"	1957	Simon, H. A.
"Public Personnel Administration"		Stahl, O. Glenn
"Management for Tomorrow"	1958	Stanford University
"Improvement of Financial Management in the Federal Government"	1956	U.S. Bureau of the Budget
"Improvement of Financial Management in the Federal Government"	1956	U.S. Bureau of The Financial Management in the Federal Government
"Community Relations; a Guide for Federal Agencies" (Personnel Management series #12)	1958	U.S. Civil Service Comm.
"Evaluating Your Personnel Management" No. 6, Personnel Management	1954	U.S. Civil Service Comm.
"The Management Process" (Air Force Manual)	1954	U.S. Dept. of the Air Force
"The Efficient Executive"	1957	Uris, Auren
"The Pattern of Management"	1956	Urwick, Lyndall F.
"Working With People"	1949	Uris, Auren

Remarks of H. Rector, Jr., at the

Banquet of TAM Conference on June 30, 1960

Each one of us is here tonight because of meeting certain requirements. It seems like everything we do in life is the result of meeting certain requirements. I suppose when we each stand before the bar at the last day, we will either go one direction (up) or another (down) because of meeting or missing certain requirements.

We all have at least one thing in common. We are all employees of the U.S. Department of Agriculture and, as such, we are servants of the public. Ours is strictly a "service" calling. We are to render service to our fellow man. As employees of the USDA, this is our primary purpose, our only excuse for being here. This is a high and noble calling, but the responsibility is very great. This we must never forget.

There is a certain attitude we must assume about our work. The service award program in the Department of Agriculture recognizes this attitude and awards recognition of "outstanding" achievement in this field.

What does it take to be outstanding? I would like to talk for a few minutes on this subject tonight.

In 1945, Samuel Goldwyn made a \$4,000,000 movie called "The Razor's Edge", from a book by the same name, written by Somerset Maugham. This book and movie depicts the difference between success and failure and says it is a very fine line--in fact, as fine as a razor's edge and just as difficult to cross over at times. As a matter of fact, the characters in the movie very well demonstrate this principle.

There were 8 leading characters and 8 stand-in's. Life Magazine printed two full page pictures of these 16 people--the stars on one side and the stand-in's on the other. They appeared very much alike. The male lead was Tyrone Power and his stand-in was a boy named Thomas Noonan. They looked very much alike--they had attended the same high school, they were equally intelligent, but there was one major difference. The combined salaries of the 8 stars totalled \$780,000; for the stand-in's it was \$6,530; or, in other words, just a little bit of difference in effort made a difference of 75 times in the compensation received.

This principle holds in sports, too. Baseball is the national pastime--I love it. It is not uncommon today for a .350 hitter to draw a salary of \$6,000 per month. A .250 hitter might get \$600 per month.



A .350 hitter gets on base  $3\frac{1}{2}$  times in each ten tries. A .250 hitter gets on base  $2\frac{1}{2}$  times in ten tries. The .250 hitter may be a better hitter than the .350 hitter, but can't run as fast. I have watched enough photo finishes at first base to know it would be safe to say that the difference between a .350 hitter and a .250 hitter is half a step one time in ten going down the first base line, but what a difference it makes in the compensation received!

On October 6, 1955, a United Airlines DC-6, carrying 68 passengers, flew into the top of Medicine Bow Peak in Wyoming. The airliner was flying at 12,000 feet. Medicine Bow is 12,055 feet high. Fifty-five feet, compared with 12,000 feet, is almost an immeasurable amount, but what a tremendous difference it made to 68 people--The greatest air tragedy in history to that date.

On the wall of the Library of Congress are inscribed these words: "He Aims too Low Who Aims Beneath the Stars".

How many times have you seen two men who look alike, except one is a little bit more faithful, a little bit more dedicated, a bit more honest, a bit more ambitious, a little more diligent, and what a tremendous difference it makes.

The Duke of Wellington, who had a major part in the defeat of Napoleon at Waterloo, when speaking to the French soldiers once said, "English soldiers are no more brave than French soldiers, they are just brave for five minutes longer."

What I'm trying to say here tonight is, "It's what you do after you think you have done enough that really counts." All the blessings lie in the "second mile." This was burden of the message of the Master.

It has been said by one, "Most men are born into this world and creep selfishly into nameless graves while every now and then one man forgets himself into immortality. This is the attitude we must assume if we are to accomplish our work. The excellency of service to your fellow man cannot be minimized, for the Master has also said in scripture sacred unto me, "When ye are in the service of your fellow being, ye are only in the service of your God."

This has been a wonderful conference. It has been a choice experience for me personally, and I know I speak for everyone of the members present. I would like to take this opportunity to express appreciation to Al Greator for the work he has done here. He has been constant in his efforts to make this conference a success. He has worked above and beyond the call of duty and has truly been the embodiment of the principle of which I have just spoken. Also, we would like to express appreciation and thanks to everyone else associ-

ated with the organization and the setting up of this TAM conference. In the words of Peter, "It has been good to be here."

I learned a little verse that I believe pretty well depicts the attitude we must assume if we are to accomplish in this work. In conclusion, I would like to repeat it.

If you want a thing bad enough to go out and fight for it,  
work day and night for it, give up your time, your peace,  
and your sleep for it,

If only the desire of it makes you mad enough never to tire  
of it, makes you hold all things tawdry and cheap for it,

If life seems all empty and useless without it, and all that  
you scheme and you dream is about it,

If gladly you sweat for it, fret for it, plan for it, lose all  
your terror of devils or man for it,

If you will simply go after the thing that you want with all  
your capacity, strength and sagacity, faith, hope, and  
confidence, stern pertinacity,

If neither cold, poverty, famished or gaunt, nor sickness nor  
pain of body and brain can keep you away from the thing you want,

If dogged and grim you besiege and beset it, you'll get it, you'll  
get it!

UNITED STATES DEPARTMENT OF AGRICULTURE  
 Agency Participants in  
 Washington, D. C.  
 TAM (Training in Administrative Management) Workshop  
 Cacapon Lodge, Cacapon State Park  
 Berkeley Springs, West Virginia  
 June 26 - July 1, 1960

<u>AGENCY</u>	<u>NAME</u>	<u>POSITION AND DIVISION</u>
ACPS	Hartman Rector, Jr.	Agriculturist, Field Review Staff
AMS	Glenn W. Freemyer	Chief, Order Operation Branch, Dairy Division
	F. L. Southerland	Chief, Processed Products Standardization & Inspection Br. Fruit & Vegetable Division
	Robert G. Schottler	Chief, Fiscal Branch, Budget & Finance Division
ARS	Dr. H. Rex Thomas	Asst Dir., Crops Research Div.
	Dr. Walter M. Carleton	Asst Dir., Agricultural Engineering Div.
	Dr. Robert P. Jones	Asst Dir., Animal Inspection and Quarantine Division
	Otto E. Bjorklund	Asst to the Director, Administrative Services Div.
CEA	Ronald C. Callander	Director, Trading and Reports Div.
CSS	Peter Pauli	Administrative Officer in the General Sales Manager's Office
	William Feller	Budget Examiner (Chief of Commodity Programs Branch) Budget Division
	James W. Merrill	Supervisory Marketing Specialist (O & P)
	E. E. Parsons, Jr.	Asst to the Director, Performance Division

<u>AGENCY</u>	<u>NAME</u>	<u>POSITION AND DIVISION</u>
FAS	Harald C. Larsen	Foreign Agricultural Affairs Officer (Reports Officer)
	Guerry R. Smith	Administrative Officer (Deputy Asst Administrator- Management)
FCS	Robert J. Byrne	Chief, Transportation Branch, Management Services Division
FCIC	William E. Atterbury	Administrative Officer
FES	J. B. Claar	Field Representative for the Administrator
FHA	David L. Crawford	Management Analyst
FS	John Spring	Staff Asst to the Director Division of Fire Control
	Jay F. Grant	Asst Dir., Special Programs Br.
Inf.	Calle A. Carrello	Chief of Production, Motion Picture Service
Lib.	Mrs. Blanche Oliveri	Chief, Division of Administrative Management
REA	Richard L. Allen	Asst Dir., Southwest Area Telephone
	Hoburg B. Lee	Asst Chief-Engineering Telephone Engineering & Operations Division
SCS	Charles W. Koechley	Asst Dir, Cartographic Div.
	Russell A. Lock	Placement Officer Personnel Management Div.
Office of <u>Secretary</u> B&F	Thomas C. Canada	Department Staff Accountant
OP	Fred G. Krist	Personnel Officer
P&O	Tony M. Baldauf	Chief, Procurement & Property Management Div.



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COMMITTEE ASSIGNMENTS

ADVISORY COMMITTEE:

<u>Name</u>	<u>Agency</u>
F. L. Southerland	AMS
Dr. Walter M. Carleton	ARS
James W. Merrill	CSS
Harald C. Larsen	FAS
Jay F. Grant	FS

This Committee will work closely with the Workshop Director. The Committee's responsibility will be to assist the Workshop Director to plan, organize, modify, and conduct the daily activities of the workshop.

EDITORIAL COMMITTEE:

<u>Name</u>	<u>Agency</u>
Glenn W. Freemyer	AMS
Dr. Robert P. Jones	ARS
Peter Pauli	CSS
Robert J. Byrne	FCS
J. B. Claar	FES
John Spring	FS
Hoburg B. Lee	REA
Tony M. Baldauf	P&O

This Committee will be responsible for the preparation (Drafts) of the Proceedings of the workshop. The report will contain copies of summaries of talks and discussions; brief biographical sketch of each speaker; name of session coordinator and summarizers. The Committee will prescribe the format of this report and the use of other related program materials. Secretarial and clerical assistance will be provided, as necessary, by the lodge management staff.

RECREATION and SOCIAL COMMITTEE

<u>Name</u>	<u>Agency</u>
Hartman Rector, Jr.	ACPS
Richard L. Allen	REA
Charles W. Koechley	SCS
Thomas C. Canada	B&F



This Committee will be responsible for exploring, planning, and arranging recreation and/or social activities during the week of the workshop. Recommendations concerning recreation or social activities should be presented to the Advisory Committee and Workshop Director for concurrence.

EVALUATION COMMITTEE:

<u>Name</u>	<u>Agency</u>
Dr. H. Rex Thomas	ARS
Ronald C. Callander	CEA
E. E. Parsons, Jr.	CSS
Guerry R. Smith	FAS
David L. Crawford	FHA
Fred G. Krist	OP

This Committee will be responsible for establishing methods and procedures for appraising the daily activities of the workshop. Recommended evaluation methods and procedures will be presented to the Advisory Committee and Workshop Director for concurrence. Summaries of appraisals will be presented to the participants at large in such manner and at such time as deemed appropriate by this Committee.

LIBRARY and VISUAL AIDS COMMITTEE:

<u>Name</u>	<u>Agency</u>
Robert G. Schottler	AMS
Otto E. Bjorklund	ARS
William Feller	CSS
William E. Atterbury	FCIC
Calle A. Carrello	Inf.
Mrs. Blanche Oliveri	Lib.
Russell A. Lock	SCS

A library will be set up for use by the participants at the workshop. These references have been made available to us by the Department's Library. This Committee will be responsible for establishing a control procedure through which these references may be borrowed by workshop participants.

In addition, several films dealing with management subjects and the work of USDA have been loaned or rented for use in this training program. This Committee will preview such films, selecting those they feel pertinent to the topics and objectives of the program. The selected films may be shown during the daily program sessions or as separate evening presentations.

In carrying out these responsibilities, this Committee should work closely with the Advisory Committee in making arrangements for the showing of such films.

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WORK GROUPS FOR SIMULATION EXERCISE

<u>NAME</u>	<u>AGENCY</u>
<u>WORK GROUP NO. 1:</u>	
Ronald C. Callander (Chairman)	CEA
Hartman Rector, Jr.	ACPS
Glenn W. Freemyer	AMS
Dr. H. Rex Thomas	ARS
Peter Pauli	CSS
Harald C. Larson	FAS
Robert J. Byrne	FCS
William E. Atterbury	FCIC
David L. Crawford	FHA
Fred G. Krist	Pers.
<u>WORK GROUP NO. 2:</u>	
William Feller (Chairman)	CSS
F. L. Southerland	AMS
Dr. Robert P. Jones	ARS
E. C. Parsons, Jr.	CSS
Guerry R. Smith	FAS
Jay F. Grant	FS
Mrs. Blanche Oliveri	Lib.
Richard L. Allen	REA
Russell A. Lock	SCS
Thomas C. Canada	B&F
<u>WORK GROUP NO. 3:</u>	
John Spring (Chairman)	FS
Robert G. Schottler	AMS
Dr. Walter M. Carleton	ARS
Otto E. Bjorklund	ARS
James W. Merrill	CSS
J. B. Claar	FES
Calle A. Carrello	Inf.
Hoburg B. Lee	REA
Charles W. Koechley	SCS
Tony M. Baldauf	P&O



